DOCUMENT RESUME

ED 133 582 08 CE 009 681

TITLE Comprehensive Career Curriculum. Final Report.
INSTITUTION Des Moines Public Schools, Iowa.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
REPORT NO VT-103-575
BUREAU NO F7137VW
PUB DATE Jul 76
GRANT OEG-0-73-5280
NOTE 79p.; For related documents see CE 009 614 and CE 009 693

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Career Education; *Comprehensive Programs; *Curriculum Development; Elementary Secondary Education; Handicapped Students; Inservice Teacher Education; Program Descriptions; Program Evaluation; Vocational Education
IDENTIFIERS Iowa; Iowa (Des Moines)

ABSTRACT

Covering the time period of July 1973 to June 1976, this report describes the procedures and results of a comprehensive career education project K-12 in the Des Moines Independent School District. The project consisted of the following 12 major components: Elementary, junior high school, senior high school, technical high school, handicapped career center, dropouts, career guidance services, placement and followup, vocational youth organizations, staff development, career information, and postsecondary career training. Activities included development of curriculum materials and handbooks and their pilot testing, establishment of career information centers and a placement center, inservice and staff development, increasing community awareness of career education, development of challenge exams, and development of handbooks for vocational youth organizations. The main body of the report lists the original goals with procedures followed, results, evaluation, and conclusions and recommendations. An appended section presents recommendations for a vocational preparation program for the handicapped divided into the three parts of recommendations for an expanded program, and general recommendations. The career information center survey form and project-developed brochures are also appended. (NJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED133582

FINAL REPORT

Project No. F7137VW
Grant No. OEG-0-73-5280

Comprehensive Career Curriculum

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 9

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional opinions judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Richard L. Gabriel
Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, Iowa 50307

July 1976

VT-103-575

CE 004 681

TABLE OF CONTENTS

	Page
SUMMARY	
Time Period	1
Procedure and Results	2
Evaluation	5
Conclusions and Recommendations	5
FINAL REPORT ON THE COMPREHENSIVE CAREER CURRICULUM	
Needs Assessment for Career Education	6
Project Goals, Description, Results, Evaluations, and Recommendations	7
A. There is a need in Des Moines Schools to Relate the Pupil's Educational Program to his Personal Goal of Economic Independence	7
1. Procedure followed	
2. Results	
3. Evaluation	
4. Conclusion and Recommendations	
B. Vocational Education Programs are a Culminating Part of Career Education for some Pupils and Those Programs should Enhance the Pupils' Job Opportunities and Further Training	11
C. Severly Handicapped Pupils in Des Moines Need the Opportunity to Work and Feel They are Productive Members of Society	13
D. There is a Need in Des Moines to Provide Career Training for Youth who have Dropped Out of School	14
E. There is a Need in Des Moines Schools to Improve the Quality of Pupil Guidance Programs as Those Programs Relate to Careers and Employment and to Provide Placement on Jobs or in Further Training for All People Leaving the Institution.	16
F. Vocational Education Programs Need to Develop More Positive Attitudes Toward Employment	20

G. Des Moines Schools Need to Bring About Changes in Instruction Through Staff Development Activities. 22

H. The Des Moines School District Needs to Inform the Total Community About Career Education and Enlist Their Support in the Development and Implementation of Programs 24

I. There is a Need for Articulation Between Programs in the Elementary and Secondary Schools and Those of the Post Secondary Institutions 26

APPENDIX 27

SUMMARY

Career Education has been a part of the curriculum of the Des Moines Schools since the turn of the century. Even though the district has been involved in career education even before it became "popular" this report will deal only with the several activities and events that have taken place during the past five years but more specifically those activities and events that have happened during the three years of the Comprehensive Career Curriculum Project.

The planning and implementation of career education in Des Moines has involved board members, people from the business community, classroom teachers, building level administrators, and central office administrators. The success of career education in the district can be directly attributable to the people in these areas plus the regional office project staff and the availability of additional funds to assist the district in planning and implementing the career education concept.

I. TIME PERIOD

This final report will cover the entire three year length of the project from July 1, 1973 to June 30, 1976.

The following activities took place prior to the approval of the Comprehensive Career Curriculum project.

1970-71

- A Superintendent's Advisory Committee for Career Education was planned for implementation during the 1971-72 school year. This committee consists of twenty-five members (including three students) and to date has presented five reports to the Board of Education with recommendations in the following levels of career education:
  - First Report - Secondary
  - Second Report - Elementary
  - Third Report - Junior High
  - Fourth Report - Review of Elementary and Junior High
  - Fifth Report - Tech High

1971-72

- An elementary career education advisory committee developed plans for implementing career education at this level.
- A proposal was submitted to, and approved by the State Department of Public Instruction for piloting career education in nine elementary schools.
- A proposal was submitted to, and approved by the State Department of Public Instruction for developing a Career Placement Center to serve vocational students.

1972-73

- Career education was piloted in nine elementary schools:
  - Douglas
  - Hoyt
  - Lovejoy
  - Madison
  - Mann
  - Moore
  - Perkins
  - Sabin
  - Stowe
- The junior high phase of career education was planned.

. An Elementary Career Education Handbook was developed by teachers from the nine pilot schools.

These activities led to the identification of the following career education goals for the district which were included in a three year proposal submitted to, and approved by the United States Office of Education.

Goals

A. THERE IS A NEED IN DES MOINES SCHOOLS TO RELATE THE PUPILS EDUCATIONAL PROGRAM TO HIS PERSONAL GOAL OF ECONOMIC INDEPENDENCE.

B. VOCATIONAL EDUCATION PROGRAMS ARE A CULMINATING PART OF CAREER EDUCATION FOR SOME PUPILS AND THOSE PROGRAMS SHOULD ENHANCE THE PUPILS' JOB OPPORTUNITIES AND FURTHER TRAINING.

C. SEVERLY HANDICAPPED PUPILS IN DES MOINES NEED THE OPPORTUNITY TO WORK AND FEEL THEY ARE PRODUCTIVE MEMBERS OF SOCIETY.

D. THERE IS A NEED IN DES MOINES TO PROVIDE CAREER TRAINING FOR YOUTH WHO HAVE DROPPED OUT OF SCHOOL.

E. THERE IS A NEED IN DES MOINES SCHOOLS TO IMPROVE THE QUALITY OF PUPIL GUIDANCE PROGRAMS AS THOSE PROGRAMS RELATE TO CAREERS AND EMPLOYMENT AND TO PROVIDE PLACEMENT ON JOBS OR IN FURTHER TRAINING FOR ALL PEOPLE LEAVING THE INSTITUTION.

F. VOCATIONAL EDUCATION PROGRAMS NEED TO DEVELOP MORE POSITIVE ATTITUDES TOWARD EMPLOYMENT.

G. DES MOINES SCHOOLS NEED TO BRING ABOUT CHANGES IN INSTRUCTION THROUGH STAFF DEVELOPMENT ACTIVITIES.

H. THE DES MOINES SCHOOL DISTRICT NEEDS TO INFORM THE TOTAL COMMUNITY ABOUT CAREER EDUCATION AND ENLIST THEIR SUPPORT IN THE DEVELOPMENT AND IMPLEMENTATION OF PROGRAMS.

I. THERE IS A NEED FOR ARTICULATION BETWEEN PROGRAMS IN THE ELEMENTARY AND SECONDARY SCHOOLS AND THOSE OF THE POST SECONDARY INSTITUTIONS.

II. PROCEDURE AND RESULTS

The following procedures and results occurred during the three year period from July 1, 1973 to June 30, 1976.

1973-74

. Career education was expanded to nineteen additional elementary schools:

. Brooks	. Ft. Des Moines	. Lucas	. Pleasant Hill
. Cattell	. Garton	. McKee	. St. Theresa
. Cowles	. Hillis	. Mitchell	. Willard
. Dunlap	. Hubbell	. Monroe	. Woodlawn
. Findley	. Jackson	. Phillips	

- Junior high teachers and business people developed curriculum materials for career education in six occupational clusters:
  . Communication and Media . Hospitality and Recreation . Public Service
  . Environment . Marketing and Distribution . Transportation

- Career education was piloted in three junior highs using several of the handbooks developed.
  . Franklin . Irving . Wilson

- Guidelines for Career Information Centers were developed by several secondary librarians and counselors and implemented in these three junior highs.

- The Career Placement Center expanded to serve all students seeking placement help.

- The senior high phase of career education was planned.

- Career education planning was started at the Greater Des Moines Education Center.

- An Elementary Career Education Specialist was hired and later accepted an elementary principalship in the district.

- The Elementary Career Education Handbook was revised.

- A handbook and brochure for Vocational Youth Organizations were developed.

- Junior high teachers and business people developed curriculum materials for additional clusters:
  . Business and Office . Fine Arts and Humanities
  . Consumer and Home Economics . Health

- "Challenge Exams" for Des Moines students attending the DMACC were developed jointly by the district and DMACC instructors in:
  . Data Processing . Distributive Education . Electronics . Food Service

1974-75

- Career education was expanded to 15 additional elementary schools.
  . Adams . Hoak . King . St. Augustin . Wallace
  . Granger . Holy Trinity . Moulton . Samuelson . Washington
  . Greenwood . Howe . Oak Park . Studebaker . Wright

- Career education was expanded into six additional junior highs.
  . Callanan . Harding . Hoyt . Kurtz . McCombs . Merrill

- Career education planning started at East and Roosevelt.

- Career Information Centers were established in these secondary schools.

- The Career Placement Center continued to serve all students seeking placement help.

- Career education plans were implemented at the Greater Des Moines Education Center.

- An Elementary Career Education Specialist was hired.

. Four proposals were submitted to the United States Office of Education for career education with the one dealing with developing a community awareness of career education being approved.

. Five junior high handbooks were revised by teachers who piloted some of the activities in the original handbooks.
. Communication and Media . Hospitality and Recreation . Public Service
. Environment . Marketing and Distribution

. Additional or new "Challenge Exams" for Des Moines students attending the DMACC were developed jointly by district and DMACC instructors in:
. Accounting . Distributive Education . Electronics . Food Service

. Career education was planned at the Frederick Douglass Learning Center.

1975-76

. Teachers from East and Roosevelt developed career education handbooks for their schools.

. Career education was expanded to fifteen additional elementary schools.

. All Saints	. Hanawalt	. McKinley	. Van Meter
. Casady	. Jefferson	. Park Avenue	. Watrous
. Edmunds	. Logan	. Rice	. Windsor
. Elmwood	. Longfellow	. Smouse	

. Career education was expanded to the five remaining junior highs.
. Brody . Goodrell . Hiatt . Meredith . Weeks

. Career Information Centers were established in these new junior high schools and the remaining four senior high schools.

. Career education plans were implemented at the Greater Des Moines Education Center.

. Career education plans were implemented at the Frederick Douglass Learning Center.

. A Career Information Center was established at Temple School.

* . Title IV-B funds were identified and utilized at the district and building level for developing Career Information Centers in eight elementary schools and self awareness activities in six schools.

Career Information Centers		Self Awareness	
. Findley	. McKee	. Douglas	. McKinley
. Garton	. Park Avenue	. Hanawalt	. Hiatt
. Howe	. Phillips	. Lucas	. McCombs
. Longfellow	. Smouse		

* . The Community Awareness Program to career education was implemented and evaluated.

. A three year proposal was submitted to the United States Office of Education for the expansion of career education in several secondary schools.

During this three year period several other activities have taken place that have played an important role in the implementation of career education. Some of these activities are:

. Building and district level career education in-service and staff development meetings.

* . Business and Education Alliances

- . East/Iowa Power and Light
- . Lincoln/Bankers Life
- . North/Firestone Tire and Rubber
- . Roosevelt/Meredith Publishing
- . Tech/Pittsburg-Des Moines Steel
- . Callanan/American Republic Insurance
- . Hoyt/John Deere
- . Irving(Harding)/Northwestern Bell
- . McCombs/Younkers
- . Brooks/Iowa Des Moines National Bank
- . Logan/Blue Cross-Blue Shield
- . Moore/Sears and Roebuck
- . Phillips/Richman Gordman
- . Windsor/Central National Bank

* . Career Expo for secondary students sponsored by the West Des Moines Jaycees.

. Field trips for Junior High Communication and Media students sponsored by the Des Moines Club of Printing House Craftsmen during National Printing Week.

. Building staff and/or district staff participation or presentations at several state, regional, and national workshops and conferences.

III. EVALUATION

Each individual goal is evaluated in the body of the report plus included in Appendix A is a copy of the third party final evaluation.

IV. CONCLUSIONS AND RECOMMENDATIONS

Specific recommendations for each individual goal is included in the body of the report.

* These activities are part of the Des Moines Districts career education plan but not directly a part of the Comprehensive Career Curriculum Project.

FINAL REPORT ON THE COMPREHENSIVE CAREER CURRICULUM

I. CAREER EDUCATION NEEDS ASSESSMENT

The needs as discussed in the original proposal were developed for various local and national agencies and groups assesment of education. Also needs were identified from the career education activities indicated in the summary of this report for the 1971-72 and 1972-73 school years.

The needs stated in the original proposal are:

> The Comprehensive Career Curriculum Project was developed as the result of more than four years of intensive study in the school district. The study has received community-wide support. The program thrusts outlined here are consistent with national and state priorities for career education. The Des Moines Board of Education formally resolved to support the implementation of career education in the schools. The project, made up of twelve components as outlined below, will be implemented, for the most part, at the end of three years.
>
> 1. Career Education - Elementary Schools
> 2. Career Education - Junior High Schools
> 3. Career Education - Senior High Schools
> 4. Vocational Education - Technical High School
> 5. Handicapped Career Center
> 6. Career Education for School Drop-outs
> 7. Career Guidance Services
> 8. Career Placement and Follow-up
> 9. Vocational Youth Organizations
> 10. Staff Development
> 11. Career Information
> 12. Post-Secondary Career Training
>
> Program funds are requested for the three years of the project. Successful components of the project will be continued using local funds.
>
> The Des Moines Independent Community School District began a study of the need for better vocational education programming with the formation of a staff study committee in 1968. The findings of that group, along with priority statements of national groups and individuals, indicated a need for a more intensive study.
>
> In July 1971, a city-wide general advisory committee on career education was formed. After ten months of intensive study that committee made their first report to the Board of Education in May 1972. In this report they made specific recommendations relative to the development and implementation of career education, grades K-12.
>
> In addition, a special committee to study career education at the elementary level (K-6) was formed. As a result of their recommendation, a pilot program for elementary career education has been developed and implemented. That program is presently undergoing evaluation.

The Community Development Agency, an outgrowth of Model Cities, has included career education in the schools as the high priority need in the city. Their funds are assisting the school district in accomplishing some career education goals.

In addition to the work of local study groups, the National Advisory Committee on Vocational Education, along with nationally prominent educators, have identified a need for career education and guidance services.

The Comprehensive Career Curriculum project is a plan for a large city school system to successfully implement career education and career guidance services into their school programs.

II. PROJECT GOALS, DESCRIPTION, RESULTS, EVALUATIONS AND RECOMMENDATIONS

This section of the final report will be an overview of the original goals, procedures followed, project results, project evaluation, and project conclusions and recommendations resulting from the development and implementation of the Comprehensive Career Education program in the Des Moines Public School District during the three years of the project. The project was developed three years ago on the premise that career education is a total curriculum concept and involves all levels and phases of the educational program. The original twelve components of the project included a variety of phases and levels of the educational program. Each of the original project goals are reported individually.

A. THERE IS A NEED IN DES MOINES SCHOOLS TO RELATE THE PUPILS EDUCATIONAL PROGRAM TO HIS PERSONAL GOAL OF ECONOMIC INDEPENDENCE.

1. Procedure followed

Because of the size of the Des Moines District it was not possible to implement career education K-12 in one project year. The following plan was developed and implemented for involving all schools over the three year period of the project. This was in keeping with the time line identified in the original project.

Phase 1 - 1973-74

1. Expand career education into 1/3 of the remaining elementary schools.
2. Continued planning and development for career education at the junior high level and implementation in three pilot junior highs.
3. Initial planning for career education at the senior high level.

Phase 2 - 1974-75

1. Expand career education into 1/3 of the remaining elementary schools.
2. Implement career education in additional junior high schools.
3. Continued planning and development for career education at the senior high level.

Phase 3 - 1975-76

1. Expand career education into 1/3 of the remaining elementary schools.
2. Implement career education in remaining junior highs.
3. Implement career education in pilot senior high schools.

2. Results

The following are brief statements that describe the accomplishments of the project in relation to this goal.

Elementary:

1. A staff person was employed with project funds to coordinate career education at this level.

2. An elementary handbook for career education was developed and revised three times during the project.

3. Seven teachers and principal attended a 3 day workshop prior to their school becoming involved with the project.

4. As schools became involved in the project, funds were made available to purchase career education materials.

5. A structure was developed and implemented for coordinating career education at the building and district level. See table 1.

6. In-service meetings at the building level were held monthly to coordinate activities in each building.

7. In-service meetings at the district level were held monthly to help coordinate activities among all schools.

8. Presently all 54 elementary schools are involved in the project (schools volunteered approximately 15 each year).

9. Approximately 75% of all elementary teachers were involved in the project last year.

10. Additional funds (Title IV-B) to assist in implementing career education at this level were secured.

11. 21,000 elementary students were served by the project.

12. During the project several other activities were planned and initiated that related to career education but not directly to the project.

Junior High:

1. Junior high administrators, teachers and central office staff agreed on the cluster approach for career education at this level.

2. Junior high teachers and business people developed curriculum materials in ten occupational clusters.

3. Junior high teachers and business people revised curriculum materials in five occupational clusters after approximately one year of field testing.

4. A structure was developed and implemented for coordinating career education at this level. See table 2.

5. In-service meetings by cluster were held prior to the schools becoming involved in the project.

6. District in-service meetings were held monthly by cluster to help teachers plan and implement activities.

ELEMENTARY CAREER EDUCATION SECTIONS

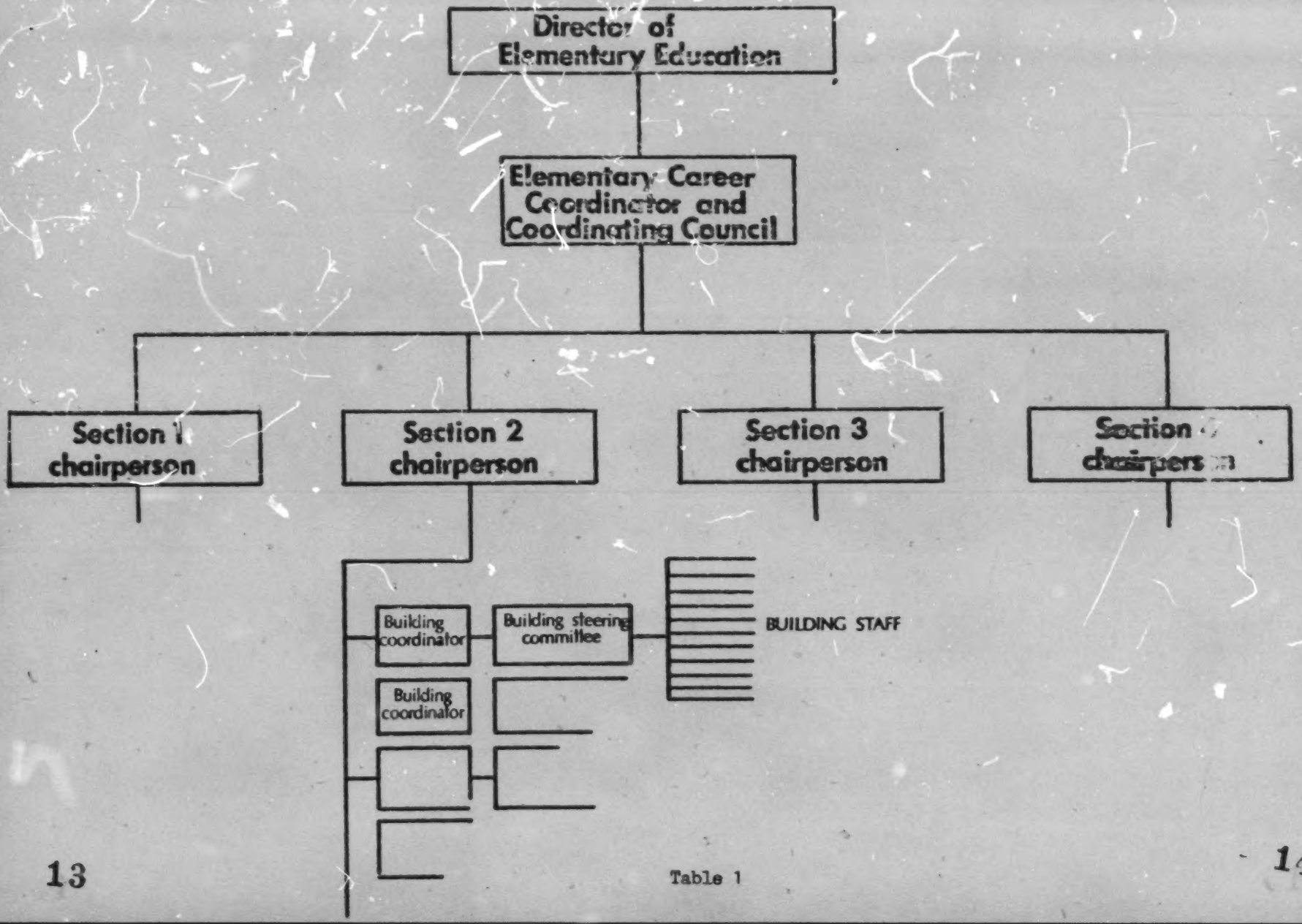
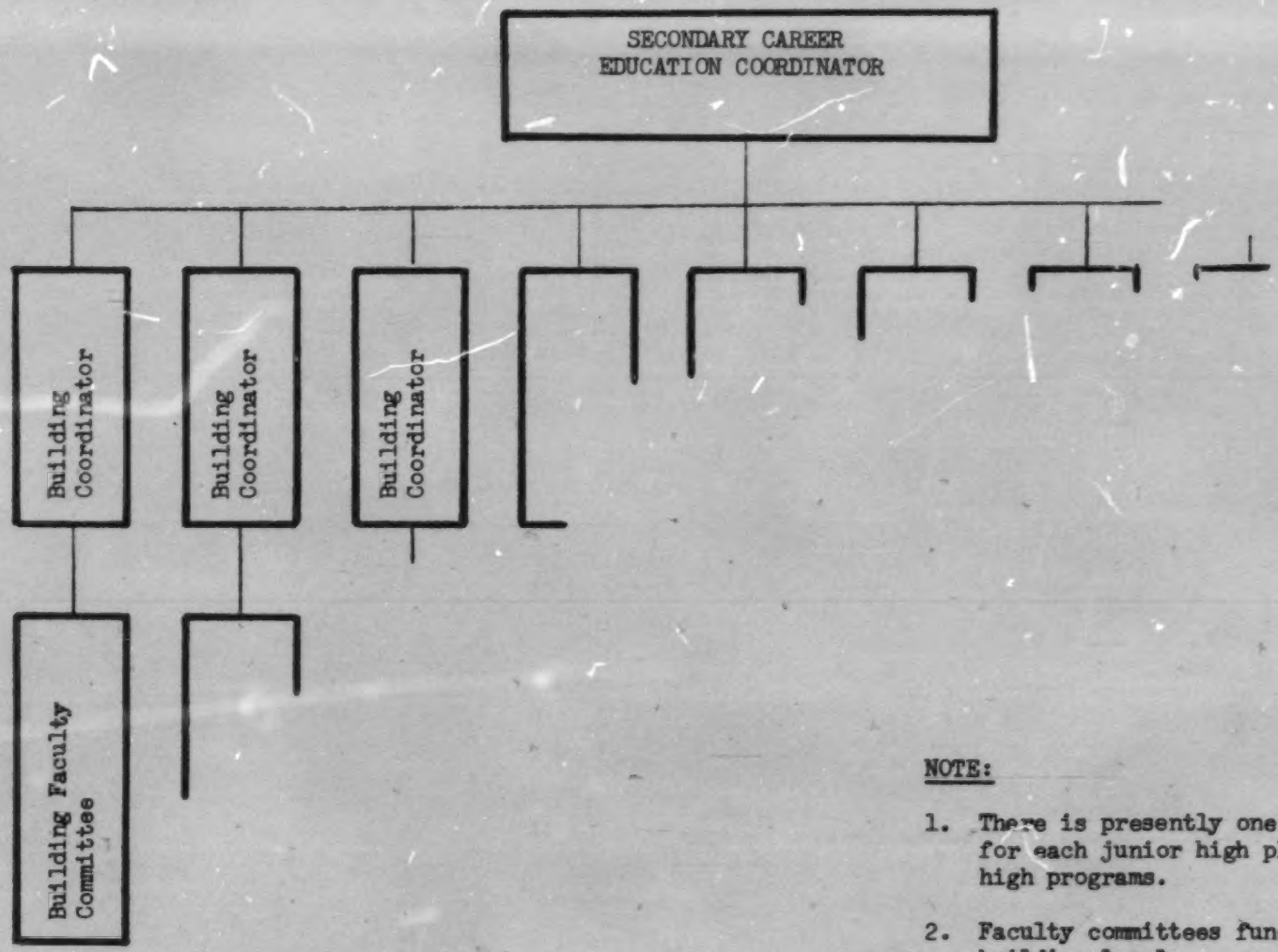


Table 1

JUNIOR HIGH STRUCTURE FOR
CAREER EDUCATION



NOTE:

1. There is presently one building coordinator for each junior high plus special junior high programs.

2. Faculty committees function at the building level.

TABLE 2

7. As schools became involved in the project, funds were made available to purchase career education materials.

8. Additional funds (Title IV-B) to assist in implementing career education at this level were secured.

9. During the project several other activities were planned and initiated that relate to career education but not directly to the project.

Senior High:

1. Two senior high schools were identified for implementing career education.

2. After one year of searching for existing career education materials at this level the two schools agreed upon separate approaches for implementing career education.

3. A structure was developed for coordinating career education at this level.

4. Senior high teachers from various subject areas developed curriculum materials for their individual schools.

5. As these two schools became involved in the project, funds were made available to purchase career education materials.

6. In-service meetings were held during the last project year to familiarize teachers in each building with their respective materials.

7. Additional funds (Title IV-B) to assist in implementing career education at this level were secured.

8. During the project several other activities were planned and initiated that relate to career education but not directly to the project.

3. Evaluation

Elementary:

1. Presently all 54 public elementary schools in Des Moines and four parochial schools are involved in career education.

2. Through in-service meetings 90% or 810 elementary teachers have indicated and exhibited they have a better understanding of career education.

3. Approximately 80% of the elementary teachers have infused career education activities into their lesson plans.

4. This past year approximately 90% or 18,900 elementary students have successfully participated in career awareness, self awareness or awareness of others activities.

Junior High:

1. Presently all 14 public junior high schools in Des Moines are involved in career education.

2. 100 junior high teachers, 10-15 central office supervisors, and 30-40 business and industrial people have been directly involved in developing and revising career education curriculum materials at this level.

3. In-service meetings have been conducted involving approximately 50-60% (250) of the junior high teachers.

4. 60-80 junior high teachers have been directly involved in infusing and implementing career education activities in 4 to 6 career clusters per junior high.

5. Each junior high student has successfully explored and understood the various careers in a minimum of three occupational clusters.

Senior High:

1. Presently two senior high schools have developed and planned for infusing career education into their curriculum.

2. Career education in-service meetings have been conducted involving approximately 90-95% (180) of the teachers in each building.

3. 16-20 teachers from both buildings have been directly involved in developing career education curriculum materials for their buildings.

4. Conclusion and Recommendations

Elementary:

1. The district should continue the employment of the staff person at this level.

2. Building and district level in-service meetings relating to career education should continue.

3. The structure for coordinating career education at this level should continue.

4. A minimum amount of funds should be identified to assist schools in updating their career education materials.

Junior High:

1. The structure for coordinating career education at this level should continue.

2. Building and district level in-service meetings relating to career education should continue.

3. A minimum amount of funds should be identified to assist schools in maintaining, expanding and improving their career cluster activities and their career information center (CIC).

4. Advisory committees consisting of representatives of business and industry should be developed for each of the occupational clusters being implemented at this level.

5. Additional work experience programs and activities should be planned and implemented for junior high students.

Senior High:

1. A structure for coordinating career education at this level should be planned and implemented.

2. Building and district level in-service meetings relating to career education should continue.

3. A minimum amount of funds should be identified to assist existing and new schools in planning and implementing career education activities.

4. Additional work experience programs and activities should be planned and implemented for senior high students.

B. VOCATIONAL EDUCATION PROGRAMS ARE A CULMINATING PART OF CAREER EDUCATION FOR SOME PUPILS AND THOSE PROGRAMS SHOULD ENHANCE THE PUPILS' JOB OPPORTUNITIES AND FURTHER TRAINING.

1. Procedure followed

This goal identified the activities to better meet the vocational interests of high school students in the Des Moines District. Some of these activities were:

1. Maintain, expand, and improve the existing vocational programs through the use of active program advisory committees.

2. Improve transportation arrangements for students attending Tech from the perimeter of the city.

3. Expand vocational cooperative programs in the various city high schools.

2. Results

The following are brief statements that describe the accomplishments of the project in relation to this goal.

1.1 The General Advisory Committee for Career Education reviewed the use of vocational program advisory committees and presented an interim report to the Board. See appendix B.

1.2 A handbook on the function and use of advisory committees was developed and distributed to all vocational instructors.

1.3 The Tech administration encouraged their vocational instructors to meet with their advisory committees.

1.4 In the development of new and the expansion of existing vocational programs, advisory committees were activated and utilized.

2.1 Two school bus routes were established with direct service from five junior highs in the north and south part of the city.

3.1 The following vocational programs have been developed and implemented as new or revised programs during the three project years.

a. Practical Nursing (new)
b. Agri-business (new)
c. Office Education (5 new programs)
d. Airframe and Power Plant Technicians
e. Vocational Cabinetmaking
f. High School Executive Internship Program (new)

3. Evaluation

1.1 During the three years of the project 50% of the vocational programs have activated their program advisory committees.

1.2 Copies of the Handbook on the Function and Use of Advisory Committees was requested by two vocational instructors and distributed to their committees.

2.1 During the two years the new bus routes have been established 262 students have ridden to Tech.

3.1 A. Practical Nursing - sixty percent of the first graduating class passed their state nursing exams and became licensed practical nurses.

B. The 1976-77 enrollment for the agri-business program is 125 students.

C. The 1976-77 enrollment in the five new office education programs is 102 students.

D. The Powerplant portion of the curriculum has been submitted to the Federal Aviation Agency (FAA) and is pending approval based on securing additional equipment.*

E. The revised curriculum has been approved by the advisory committee and works closely with Tech High's carpentry program.

F. The 1976-77 enrollment in this program is 50 students representing all six Des Moines high schools and Dowling, the parochial high school.

4. Conclusion and Recommendations

1.1 A continued effort needs to be maintained for insuring the successful use of program advisory committees.

1.2 Develop an in-service or staff development program on the use and function of advisory committees.

* The program moved to their new facilities located at the airport site during the 1975-76 school year.

1.3 Develop a plan and procedure for recognizing past and present advisory committee members.

2.1 Continue to promote and utilize the two buses established for direct routes to Tech.

2.2 Organize other direct routes, as needed, from other parts of the city.

3.1 A. Practical Nursing
- Seek program approval of the State Department of Public Instruction.
- Develop and implement admission requirements for the program.

B. Agri-business
- Continue to meet program needs in respect to facilities and equipment.
- Develop and print a brochure for the Agri-business program.

C. Office Education
- Continue to meet program needs.

D. Airframe and Power Plant Technicians
- Work toward seeking FAA approval for the total portion of the program.
- Improve the percentage of students who upon graduation, pass the FAA licensing exams.

E. Vocational Cabinetmaking
- Continue to improve the program and work closely with the carpentry program.

F. High School Executive Internship Program
- Seek local or outside funding to continue, maintain, expand and improve the program.

C. SEVERLY HANDICAPPED PUPILS IN DES MOINES NEED THE OPPORTUNITY TO WORK AND FEEL THEY ARE PRODUCTIVE MEMBERS OF SOCIETY.

1. Procedure followed

This goal was for the development and implementation of a sheltered workshop program for severely handicapped students.

1. A study was conducted with several non-profit agencies in the city to access their services and cooperation for students.

2. During the length of the project the state legislature debated in 1974 and passed in 1975 a bill establishing Area Education Agencies (AEA) (a consolidation of county boards of education) for providing services for special education.

2. Results

The following are brief statements that describe the accomplishments of this goal.

1.1 During the 1974-75 school year this study was conducted and the results compiled. See appendix C for the recommendations of this study.

2.1 The passing of the new legislation creating Area Education Agencies (AEA) responsible for implementing special education stopped all progress on completing this goal. During the 1974-75 school year many meetings and discussions took place between Des Moines district and the AEA regarding the responsibility and operation of existing special education programs with no discussions on new programs. The 1975-76 school year was the first year of implementing the special education agreements agreed upon by the Des Moines district and the AEA.

3. Evaluation

1.1 Appendix C are pages 9-29 from the study "Recommendations For A Vocational Preparation Program For The Handicapped In The Des Moines Independent Community Schools" that specifically deal with the study's recommendations.

2.1 Presently the Des Moines district is continuing to operate their special education programs under contract with the AEA.

4. Conclusions and Recommendations

1.1 With the study being completed in August 1974, plans for implementing some of the recommendations were reviewed during the 1974-75 school year. Implementation plans on some recommendations started during the 1975-76 school year with the adding of a staff person in special education with this specific assignment. The recommendations will continue to be implemented during the coming years.

2.1 Cooperation should continue between the Des Moines District and the AEA regarding specific vocational recommendations found in this study.

D. THERE IS A NEED IN DES MOINES TO PROVIDE CAREER TRAINING FOR YOUTH WHO HAVE DROPPED OUT OF SCHOOL.

1. Procedure followed

For the past seven years the Des Moines District has operated a center for out of school youth. The primary goal of this center was to provide instuction in academic subject areas to help the youth complete their high school graduation requirements. It was stated in this goal that two additional centers should be established that would emphasize career education.

All local and outside funding sources were explored for funding these additional centers. Also possible locations were reviewed. One location was identified, plans developed for the facility and programs implemented. The center's main goal was to provide career education experiences for out of school youth.

2. Results

The following are brief statements that describe the accomplishments of the project in relation to this goal.

1. A separate center was identified and established to provide career education experiences for out of school youth.

2. In-service meetings and curriculum workshops were planned and implemented for the staff of the center.

3. The following staff was employed during the project with local and/or state/federal funds.

   instructors
   work experience advisor
   counselors

4. There were 351 students enrolled in the center during the 1975-76 school year.

5. 83 students were involved in some form of work experience during the 1975-76 school year.

6. Facilities, materials, and equipment for career education activities were set up and purchased with local, state/federal and/or project funds during the three years of the project.

7. The majority of the funds for the operation of both centers were built into the district budget during the past three years.

3. Evaluation

1. 23 different career areas were planned, developed, set up and implemented during the past three years.

2. A total of 971 students have enrolled in the career center during the past three years.

3. A total of 213 students have participated in the work experience program during the past two years.

4. 100% of the operational budgets of both centers have been incorporated into the district's budget during the past three years.

4. Conclusion and Recommendations

1. The district should continue to identify local and outside funds to maintain, expand and improve the career education activities at the center.

2. Because of the difficulty in providing transportation to out of school youth to participate in the Career Exploration Center at the Des Moines Area Community College consideration should be given to provide more career assesment activities at the center.

3. Increase the number of youth in the center participating in the work experience program at the center.

E. THERE IS A NEED IN DES MOINES SCHOOLS TO IMPROVE THE QUALITY OF PUPIL GUIDANCE PROGRAMS AS THOSE PROGRAMS RELATE TO CAREERS AND EMPLOYMENT AND TO PROVIDE PLACEMENT ON JOBS OR IN FURTHER TRAINING FOR ALL PEOPLE LEAVING THE INSTITUTION.

1. Procedure followed

The procedures to achieve this goal will be discussed by the following activities.

1. Career Information Centers (CIC)
2. Career Placement Activities
3. In-service for Counselors

Career Information Centers (CIC)

1. During the past three years librarians and counselors have planned, developed and implemented CIC's in all twenty (20) secondary schools in Des Moines plus a school for young mothers operated by the district.

2. Teachers in the schools were involved in the planning, material selection and operation of their respective centers.

3. Students and teachers were surveyed one year after their centers were established regarding the use of the center.

Career Placement Activities

1. The activities of the placement center were expanded to all secondary students and new activities were developed.

2. A youth employment counselor (existing counselor) was identified in each secondary school.

3. Follow-up activities from various school districts in the United States were reviewed.

4. A curriculum handbook on Employability Skills for high school students was developed.

5. An Employment Survey was conducted for two years with students in grades 9-12.

6. A Career Interest Survey was designed and conducted annually to all students in grades 7-12 in cooperation with the Explorer Division of the Boy Scouts of America.

In-Service for Counselors

1. District level in-service programs for counselors regarding their role in career placement were planned and implemented.

2. Building level informal assistance and supervision was given to the youth employment counselors during the three years of the project.

3. Two guidance workshops were planned and conducted jointly by Drake University, the National Alliance of Businessmen, and the Des Moines Schools.

4. Youth employment counselors participated in gathering employment data from large employers in the district.

2. Results

The following are brief statements that describe the accomplishments of the project in relation to this goal.

Career Information Centers (CIC)

1. CIC's were planned and established in all secondary schools in Des Moines.

2. Teachers, librarians, and counselors worked together in planning, operating, and purchasing materials for the center.

3. During the last two years of the project teachers and students were surveyed regarding their use of the CIC's. This survey showed a positive reaction to the use of the CIC.

Career Placement Activities

1. Placement services were expanded to serve all secondary students during the past three years of the project.

2. An odd job program called Rent-a-Kid originally operated by Job Services of Iowa became the responsibility of the Des Moines Schools.

3. Youth employment counselors were identified in each secondary school and several meetings were held with them during the first two years of the project.

4. Follow-up studies from school districts in the United States were secured and reviewed for the development of a follow-up program for the Des Moines district.

5. During the first 1½ years of the project the youth employment counselors identified a need to coordinate and provide senior high students with instruction in Employability Skills. A workshop was conducted in the summer of 1975 with 5 high school teachers from various subject areas and a handbook on employability skills was developed.

6. The Employment Survey indicated that many secondary students were employed part time during the year or full time during the summer. It also indicated that even though the students were employed they may not have obtained employment through the youth employment counselor.

7. The Career Interest Survey of the Explorer Division of the Boy Scouts of America was reviewed and revised.

8. The survey was conducted annually with all students in grades 7-12 during the three project years. This included approximately 18,000 students annually.

In-Service for Counselors

1. The career placement center staff met an average of four (4) times per year with the youth employment counselors to discuss placement plans and activities at the district and building levels.

2. Various statistical and reporting forms for the Placement Center were developed and reviewed by the youth employment counselors.

3. The career placement center staff provided informal assistance and supervision to the youth employment counselors by visiting with them a minimum of three times a year.

4. District wide in-service meetings on placement responsibilities, activities, and procedures were held prior to the start of school in the first and second years of the project for all counselors. Outside resource speakers as well as local business and industrial people were used as presenters for the meetings. At the first meeting personnel from the National Advisory Committee assisted in the planning and presentations.

5. Two guidance Institutes were conducted at Drake University and funded by the National Alliance of Businessmen. These two institutes were:

   1. 20 hour workshop for leaders in business and education on the goals and philosophy of career education.

   2. 40 hour workshop for counselors, teachers, and administrators on orienting them to the present needs of business and industry.

6. During the second year of the project youth employment counselors each contacted approximately 36 large employers in the Des Moines area and obtained and compiled a notebook on specific job requirements in these businesses.

3. Evaluation

Career Information Centers

1. With the establishment of a CIC in each secondary school a sample of students in grades 7-12 was surveyed during the last two years. See appendix D for student survey form. All teachers were surveyed the second year in schools that had their CIC in operation and all teachers in a sampling of schools were surveyed during the third

year of the project. The sample schools were selected during the third year that had their CIC's in various stages of operation. See appendix E for teacher survey form. The CIC's were looked upon in each of the secondary schools as the focal point or the hub of their career education activities.

Career Placement Center

1. The planning, development, promotion and operation of the career placement center was very active during the first two years of the project with several other districts throughout the United States visiting our placement center. The number of students served by the placement program increased each year during the first two years of the project.

2. With the resigning of the two professional staff members during the last year of the project the decision was made to transfer the placement center's operation and responsibility for coordinating the program to the Supervisor of Guidance and Counseling and her secretary. This transfer was made during the second quarter of the 1975-76 school year.

3. The Employability Skills Handbook was printed and several copies were distributed to all high schools. The handbook was well received by the Des Moines teachers and teachers from other districts requested and received copies of the handbook.

In-Service for Counselors

1. The two district level meetings during the first two years of the project provided the counselors with the necessary background information and the need for them to become involved in career placement activities with students. Outside presenters discussed the placement needs and activities for students and the Des Moines Superintendent discussed the importance and responsibility of placement in the total guidance program.

2. The meetings during the school year between the counselors and the placement center staff proved to be quite helpful in providing communication between the youth employment counselors and the placement centers plus assisting the center in developing placement policy and guidelines.

3. The two guidance workshops at Drake University were attended by a total of 10 administrators, 10 counselors, 20 teachers and 10 business people from the Des Moines district.

4. The development of the notebook on specific job requirements by the counselors provided them an opportunity to call on specific businesses and develop a better understanding of the needs and requirements of each business.

4. Considerations and Recommendations

Career Information Centers (CIC)

1. Continue to maintain, expand and improve CIC's in the secondary schools.

2. Seek additional funding sources for the maintenance and expansion of existing CIC's.

3. Seek additional funding sources for the planning, development, and implementation of CIC's in the elementary schools.

4. Continue to evaluate the effective use of the CIC's as viewed by students and teachers.

Career Placement Center

1. On a district basis decide the emphasis that should be placed on placement and follow-up.

2. Continue to operate the placement activities serving all students that want served.

3. Continue to seek various funding sources to meet the placement and follow-up needs and goals of the district.

In-Service for Counselors

1. Continue the operational structure for in-service for the youth employment counselors to ensure the counselors role and function in career placement.

2. Plan, develop and implement in-service or staff development activities on coordinating the instruction of employability skills.

3. Continue to plan, develop and implement creative activities for counselors and teachers to learn about business and industry.

4. Maintain, expand, and improve existing career guidance and counseling activities utilizing materials that have been developed or revised by counselors and/or teachers.

F. VOCATIONAL EDUCATION PROGRAMS NEED TO DEVELOP MORE POSITIVE ATTITUDES TOWARD EMPLOYMENT

Prior to the implementation of this project vocational youth organizations were somewhat active in Distributive Education, Office Education, and the Vocational Industrial Clubs of America. It was the thought behind this goal that through a better understanding of Vocational Youth Organizations in the minds of vocational teachers that more students will join and become active in their respective organizations.

1. Procedure followed

1. Work with the business community to jointly develop a brochure describing the various youth organizations.

2. Have the vocational supervisors identify selected vocational youth organization advisors for developing a guide for use by vocational teachers.

3. Provide the secondary building principals and vocational teachers with an understanding of the guide and give each vocational teacher a copy with several copies going to the building principals.

2. Results

1. A brochure was developed by several different youth organization advisors and printed with project funds and funds from the Greater Des Moines Chamber of Commerce. See appendix F.

2. A "Guide for Vocational Youth Organizations" was developed.

3. A presentation was made to the secondary principals by the committee and copies of the guide were distributed to the vocational instructors.

3. Evaluation

1. The main purpose of this goal as stated earlier was to directly increase the student enrollment and participation in Vocational Youth Organizations.

Table 3 indicates the enrollment increase over the three years by each youth organization.

	1973-74	1974-75	1975-76
DECA	90	187	179
OEA	72	125	129
FFA	0	25	100
VICA	125	165	200

Table 3

During the third year of the project a questionnaire was sent out to each of the vocational instructors regarding the student participation in their youth organization. This questionnaire revealed that during the 1975-76 school year students were active in these organizations at the local, state, and national level. Several Des Moines students were elected to state office and/or won first place in their competitive activities. This data will be used as baseline data for future years.

4. Considerations and Recommendations

1. Continue to develop positive attitude toward vocational youth organizations in the minds of the vocational instructors.

2. Plan, develop and implement a district wide in-service meeting for all vocational teachers on the importance and function of vocational youth organizations.

3. Continue to evaluate the number and participation of vocational students in their organizations.

G. DES MOINES SCHOOLS TO BRING ABOUT CHANGES IN INSTRUCTION THROUGH STAFF DEVELOPMENT ACTIVITIES

Activities to meet this goal were developed in keeping with the guidelines of the district in two areas and these are defined as follows:

In-service: district or building meetings or workshops conducted prior to or during the school year for large groups of teachers from various buildings or a group of teachers from a specific building.

Staff development: district wide elective classes developed at the request of classroom teachers or administrators and coordinated through the Coordinator of Staff Development for Des Moines instructional staff.

1. Procedure followed

In-Service

Elementary

1. District level elementary workshops for seven teachers per building plus the principal the summer prior to each schools involvement in the project.

2. A minimum of one building level elementary meeting per month per building with total staff to plan and coordinate career education activities in the building.

3. District level elementary in-service meeting (one per year) during district wide in-service day.

Junior High

4. Junior high curriculum development summer workshops for developing and revising career education cluster handbooks.

5. District level monthly junior high career education coordinators' meetings with various different junior high teachers for planning the implementation of the different cluster handbooks.

6. Building level meetings in each junior high to orient staff to and involve them in the planning and implementation of career education in their buildings.

7. District level junior high in-service meeting (one per year) during district wide in-service day. These meetings were planned and implemented by cluster.

Senior High

8. Building level in-service orientation of total staff to career education in three high schools by district staff.

9. Individual building level in-service for total staff and/or building steering committee for planning, developing, and implementing career education in each building.

10. District level orientation workshop for librarians and counselors from four high schools to become familiar with the development and orientation of Career Information Centers.

11. Curriculum development workshop for selected staff members in two high schools.

Staff Development

Elementary

1. Two district wide staff development classes for teachers to develop career education materials for classroom use.

Junior High

1. Junior high teachers developed ideas and plans for staff development classes in five occupational clusters. Due to low enrollment the classes never materialized.

Senior High

1. None to date.

2. Results

In-Service

The district wide in-service meetings and curriculum workshops provided the teachers with an opportunity to understand the concept of career education and how it could be incorporated into their teaching and/or to develop specific goals, objectives and activities that they could use in the classrooms. The monthly meetings provided the opportunity for sharing, planning and implementing career education at the building level.

Staff Development

These classes allowed teachers time to develop actual career education activities and materials for use in their classrooms as well as receive credit on the district salary schedule and for state re-certification.

3. Evaluation

In-Service

1. Immediately following each district wide in-service meeting the participants evaluated the goals of the workshop. These evaluations assisted in the planning of future workshops.

2. The evaluation of the curriculum development was the actual development and use of the material.

Staff Development

1. The participants received credit for successfully completing the class and an evaluation of the success of the class was the materials developed by the teachers.

4. Considerations and Recommendations

In-Service

1. Continue to offer in-service activities at all levels on district wide in-service day.

2. Continue to conduct the monthly in-service meetings with the building level career education coordinators.

Staff Development

1. Continue to offer career education classes to meet the needs of elementary teachers.

2. Plan, organize, and implement career education classes to meet the needs of secondary teachers.

3. Plan, organize and implement career education classes to meet the needs of district administrators.

H. THE DES MOINES SCHOOL DISTRICT NEEDS TO INFORM THE TOTAL COMMUNITY ABOUT CAREER EDUCATION AND ENLIST THEIR SUPPORT IN THE DEVELOPMENT AND IMPLEMENTATION OF PROGRAMS

1. Procedure followed

To reach this goal several activities were planned, developed and implemented during the three project years. These activities could be divided into the following broad categories.

1. Development of narrated slide presentations.

2. Development of a career education brochure.

3. Continue with the General Advisory Committee for career education

4. Develop a plan to inform the general community regarding career education in the Des Moines Schools through use of various media.

2. Results

1. Narrated slide presentations were developed on career education at the elementary and junior high levels.

2. These slide presentations were used in the following manner.

   a. In-service for district teachers and administrators

   b. Orientation to career education for various business, industrial, and community groups.

   c. In-service workshops for teachers, administrators, business people and teacher educators in Iowa and various other states in the United States.

3. A career education brochure was developed. Appendix G is a copy of this brochure.

4. The General Advisory Committee has been active during the three project years. Their recommendations have been included in the following reports.

Second Report 1972-73	Elementary Career Education
Third Report 1973-74	Junior High Career Education
Fourth Report 1974-75	Review of Progress of Elementary and Junior High Career Education
Fifth Report 1975-76	Tech High School

   Appendix H and I are copies of the Fourth and Fifth Reports.

5. During the second project year a proposal was submitted and approved by the Office of Career Education in the USOE for expanding this goal. The specific objective of this proposal was:

   > Because of the late involvement of career education at the senior high level, there is still a need for the development of narrated slide presentations for senior high career education and career education in Des Moines K-12.

   This proposal was implemented and evaluated during the 1975-76 school year. See appendix J for the final evaluation of this proposal.

3. Evaluation

1. The slide presentations have been well received by both educators and the business community.

2. The career education brochure was distributed to classroom teachers, administrators and to business and industrial people at various meetings.

3. The General Advisory Committee continued to be active. Their recommendations for career education at the elementary and junior high level can be found in their report in appendix H. Appendix I deals specifically with recommendations for Tech High.

4. The final report of the additional career education project on public information in appendix J describes the evaluation procedure and results. The project exceeded its goal and 52% of the people that responded to the telephone survey or 43% of the total sample were aware of career education in the Des Moines Schools.

4. Considerations and Recommendations

1. Continue to develop an awareness and understanding of career education in the Des Moines Schools through speaking to various service clubs.

2. Plan, develop, and submit a proposal to the Office of Career Education in the U.S.O.E. to promote an understanding of career education in the residents of Des Moines.

3. Develop slide presentations and/or pomotional materials on the following career education activities.

   a. The 1975-76 Public Information Program.

   b. The Business and Education Alliance Program.

   c. The various work experience programs in the Des Moines Schools.

I. THERE IS A NEED FOR ARTICULATION BETWEEN PROGRAMS IN THE ELEMENTARY AND SECONDARY SCHOOLS AND THOSE OF THE POST SECONDARY INSTITUTIONS.

Since 1975 Iowa has planned and developed fifteen area community colleges. These colleges offer both vocational technical education programs and college transfer programs. Since Des Moines Area Community College (DMACC) offers many similar vocational programs that are also offered at Tech High there arose the need to provide Des Moines students an opportunity to attend the community college and get credit for their high school career education experiences.

1. Procedure followed

Meetings were conducted during the first project year with administrators from the Des Moines Schools and the DMACC. They agreed that to accomplish this goal instructors from both institutions in specific vocational programs need to jointly develop "challenge exams". The project staff worked through the Drake/Des Moines Institute to develop career education in-service and pre-service activities.

2. Results

During the summer of 1974 instructors met and developed "challenge exams" in the following vocational programs:

1. Data Processing
2. Distributive Education
3. Electricity/Electronics
4. Food Service

34

During the second project year the students in the Des Moines Schools in these classes would be given an opportunity to take these exams.

In the summer of 1975 additional or new "challenge exams" were developed in the following areas:

1. Accounting
2. Food Service
3. Distributive Education
4. Electricity/Electronics

During the third project year these exams will be piloted with Des Moines students.

Several career education workshops were developed and conducted jointly between Drake University and the Des Moines Schools. The project staff made presentations to the college of education and liberal arts. The project staff also made presentations to guidance and education classes at the University. Drake University has worked directly with the Department of Public Instruction for career education pre-service.

3. Evaluation

The challenge exams were administered to those students at Tech that were going to attend the community college. To date 38 students graduating from the Des Moines Schools have challenged out of courses at the DMACC.

Two specific workshops were conducted at Drake University and funded through the National Alliance of Businessmen (NAB). The first workshop was for approximately 40 educational administrators and business leaders to help them understand career education. The second workshop was for approximately 30 guidance counselors and classroom teachers to help them develop a better understanding of business and industry. This was accomplished through classroom activities and extended visits to various Des Moines businesses.

The career education pre-service activities are being developed cooperatively with Drake University and the Department of Public Instruction.

4. Conclusions and Recommendations

1. The exams that were developed need to be revised and a coordinated system for their administration needs to be developed jointly between the Des Moines Schools and the DMACC.

2. The "Challenge Exams" should be administered to all Des Moines students in the respective program areas to provide incentive for students to attend the DMACC.

3. The Des Moines Schools should become involved in pre-service education programs at Drake University to assist in providing information on career education to perspective teachers, counselors and school administrators.

APPENDIX

Appendix A

Third Party Final Evaluation

(Enclosed)

Appendix B

Interim Report of Career Education Advisory Committee

(Enclosed)

Appendix C

Pages 9-29 from Study "Recommendations for a Vocational Preparation Program for the Handicapped in the Des Moines Independent Community Schools".

RECOMMENDATIONS

Introduction

This section of the paper is directed toward what might be done to refine the existing program and expand it to provide more comprehensive vocational training for handicapped students. It is divided into three parts: (1) recommendations for the existing program; (2) recommendations for an expanded program model; and (3) general recommendations. They are arranged in that fashion to permit as much as possible a grouping of recommendations that can be accomplished more immediately from those that are more long-range in nature. There does exist some degree of overlap between all the recommendations, and this entire section should be read before decisions on change are made.

This writer has a great deal of respect for the professional staff of the Des Moines school system. They are interested in and concerned about the pupils for which they are responsible and countless times they have gone beyond their professional responsibility to meet what they feel to be their personal responsibility for the youngsters that they work with. I emphasize this because a reader might view the recommendations as being critical of the personnel or the existing program. The recommendations should not be so construed. Program weaknesses that exist are high frequency weaknesses that exist in all similar programs. Also, views of vocational preparation have become more changed in recent years and resources exist that once were lacking. Personnel from the Des Moines school system will observe that many of the program suggestions will be the same as or similar to those that they have made in recent years. It should also be noted that recommendations are directed toward the total program and generally not to specific attendance centers.

Recommendations for the Existing Program

If low functioning educable pupils are to be effectively served, as well as high functioning trainable pupils and other handicapped students, it would seem that the first priority that exists would be to expand the concept of vocational preparation.

Currently, the observable concern in vocational preparation is limited largely to academic preparation and placement in competitive employment. There is evidence that there have been exceptions to this statement, but from the standpoint of existing program structure the statement would seem to be true. Vocational preparation as a concept must be broadened to include exploration and training as components leading up to placement. The expansion referred to should be programmatic as well as philosophical. Unless the program components that would provide for exploration and training are instituted, the offerings to the students will remain unchanged.

Recommendation

Vocational preparation must be broadened to include exploration and training as well as placement. Exploratory and training activities must be included within the program.

Action Needed

This requires both a philosophical re-orientation on the part of the program personnel and also the creation/utilization of resources for those purposes.

A shemata, such as the one shown in Figure 1, can be used to represent program sequence. In addition to the sequence of activities from exploration-to training-to placement, the following may be seen:

1. Entry into the vocational preparation sequence may begin at junior high age. However, it is possible for a pupil to enter and exit the sequence at any time. This entry-exit flexibility is important for numerous reasons. It would permit students who are high functioning to enter at the highest possible level or perhaps to exit to participate in a career education program provided by general education if it were more appropriate for the individual. At the same time, entry flexibility would permit pupils who mature more slowly to enter the sequence at an older age. This would seem to be crucial for high functioning trainable pupils who may not demonstrate sufficient social and motor skills until the age of sixteen or later.
2. Evaluation is an on-going process and always occurs at the time that entry or exit occurs. Evaluation at entry permits determination of pupil goals and the selection of activities to achieve those goals. Evaluation at the time of exit permits a review of whether or not exit is warranted. Also, a determination of when evaluation for possible re-entry into the vocational program or possible referral to an appropriate post-school agency would be made.

SEQUENCE OF VOCATIONAL PREPARATION

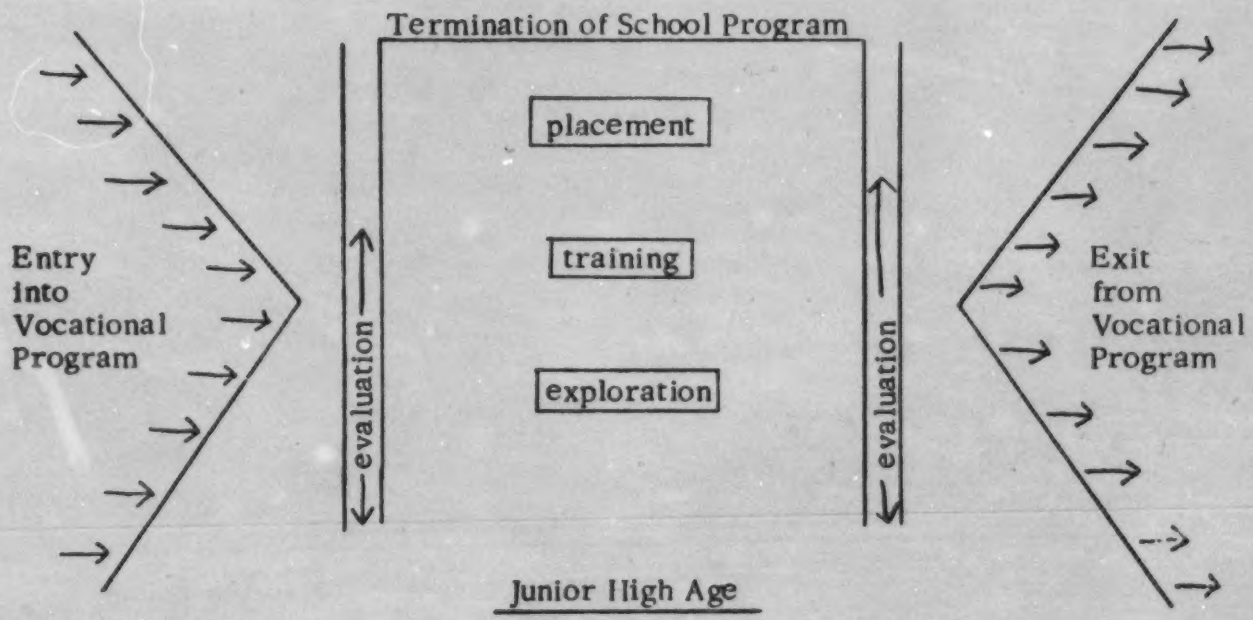


FIGURE 1

Changes in current program structure will need to be made if entry-exit flexibility and on-going evaluation are to be implemented. At this time the program is somewhat rigidified according to chronological age or administrative placement (grade level). Built into the program structure must be the flexibility to treat pupils differently who are of the same age or grade level. For example, the current work-study program is based on junior and senior students working for one-half day. The staff is aware of the problems that such universal expectations placed on all students presents and they have attempted to cope with the problem the best that they could. A similar problem exists in the trainable program due to the lack of vocational options available to the more capable pupils.

Recommendation

Graduation and program requirements must have built into them increased flexibility for program decision-making on an individual student basis.

Action Needed

Obviously, a larger number of program options must be created for flexibility to exist. At the same time, administrative requirements at the district or building level may be necessary, especially at they pertain to graduation requirements. It may be desirable to have some students enrolled in the secondary program more than three years.

Also, since the current staffing pattern in the EMR program is largely predicated on junior and senior students being enrolled one-half day, additional staff may be necessary or utilization of current staff be exclusively in the area of special education.

To accomplish on-going evaluation, it is necessary to have established and uniform measures for evaluation. Currently there is no method of assessing vocational competency due to the lack of standardized or criterion referenced measures. Evaluation is being done, but because it is unique to the teacher or counselor it lacks the capability of providing meaningful input to a larger program that will encompass many professionals in the school system and many attendance centers.

Recommendation

A hierarchy of vocational skills stated in measurable terms and spanning what would be junior high through high school should be created.

Action Needed

It would be possible for one person to glean from the literature such skills. However, it is crucial that personnel agree on the sequence because the sequenced skills would, in effect, become the objectives of the curriculum and vocational preparatory program. As a result, it would seem that accountability would exist for the accomplishment of those skills. In refining such a skill inventory, input from employers and agency personnel would seem to be desirable because they receive the product of the program.

Providing vocational exploration experiences within the framework of the school is a relatively recent concern to educators. Vocational exploration transcends vocational awareness; i.e., knowing that people work and the type of jobs that they hold. Vocational exploration includes "hands on" types of experiences that permit students to discover their interests, increase their skills and for program staff to ascertain information on the functioning of students on non-academic tasks.

Currently, it seems that the junior high educable program is a vocationally-socially oriented academic program. This is appropriate, but it would seem that the junior high program would be a logical point for the inclusion of exploratory activities. It might also be found that many of the concepts already being taught could be accomplished through many of the possible exploratory activities that could be used at the junior high level. Also, since exploratory activities are skill oriented and are not restricted to grade level, it would seem that the same or similar exploration activity could be used at different age levels.

Recommendation

Exploratory activities need to be included throughout the program, starting at the junior high school level. It is assumed that there will be a lesser need at the upper end of the vocational continuum because of more pupils being involved in training or placement activities.

Action Needed

A defining of the types of exploratory activities that would be desirable based on employment opportunities available in the community and skills in the proposed skill sequence needs to be done. This would permit the selection of activities that would produce the highest return. Also, it would seem that many exploratory activities could be rotated from one classroom to another, thus maximizing resources. With the current emphasis on career education, commercial materials may be found or some of the training/evaluation activities used in rehabilitation centers could serve as models.

It is suggested that different exploratory activities be structured into a type of interest center. This would permit experience with exploratory activities to be obtained on a limited basis and also the concept to be evaluated. It should be noted that teachers should be sufficiently oriented because their students must be prepared to use interest centers. It is appropriate to

add that such an interest center would have built into it the measurement of entry and exit performance of students. Even though exploration is desired, it is also intended that the learner develop skills through the experience.

Training is mainly being done in the classroom at this time. As a result, it is limited primarily to academic skills or discussion of social skills necessary for vocational success. This is important and should continue. At the same time, the concept of vocational training needs to be expanded to include training in specific job skills.

Resources have been used for evaluation/training of students, e.g., Career Exploration Center, Des Moines Area Community College and Goodwill Industries, Inc. When these have been used they seem to have emphasized exploration and evaluation more than specific training. Also, they have often been used for pupils about to exit the program, thereby leaving little opportunity to use the information obtained.

It seems that the issue of student pay has presented a major obstacle in the provision of training. It seems that there is a feeling that students will not participate in training unless they are paid. Restructuring of program requirements, communication to parents and students, offering training experiences that last only long enough for students to master skills, and the planned use of social reinforcement for progress in training experiences might be sufficient for a change of student attitude to occur. Also, if students are permitted to have some input into the type of training experiences they receive, their attitude might be different. Assuming that there are no resources for payment of students in training, there may be no recourse to unpaid training experiences short of providing nothing at all.

On-the-job training (OJT) funded by BRES seems to be an option that has seldom been used. Also, vocational funds would seem to be available to pay employers to train students. Along that same line, John Barrett of the Occupational Training Center, St. Paul, Minnesota, indicated that their agency contracted with other agencies (including a nursing home) to provide client training for them. Such approaches would seem to be possible for the Des Moines school system.

Recommendation

Vocational training experiences need to be created and sequenced into the total program.

Action Needed

It is recognized that this is a broad recommendation and the actions needed to implement it will be stated as specifically as possible to provide clarity.

1. Existing resources for training, i.e., Career Exploration Center, Goodwill Industries, Inc., Easter Seal, and the Work Activity Centers need to be analyzed to determine when and how they could fit into the total vocational preparation program. The services of such agencies should be provided to meet the needs identified in the skill sequence to be developed. Ideally, the school could contract with the agency to provide or improve specified skills rather than general work adjustment training.

2. Resources within the school system need to be identified that could serve a training function. There seems to be great pessimism in this regard, but it would seem that in a district as large as Des Moines, training sites could be identified. It would not be necessary to program all students through the training, just those for whom it would seem to be appropriate and who are interested. Permitting students to participate on an interest basis might overcome the problem of pay. Also, the literature reflects a successful use of token economy systems as a method of providing incentives.

3. The policies of BRES regarding the use of OJT funds need to be clarified. It seems that it is a possible resource, but a discretionary one that is seldom used. Possibly, OJT could permit the establishment of a few good sites that would increase program flexibility. For example, a custodial or food services training program might be desirable.

4. With the use of Vocational Education funds for the payment of employers, an individual or agency to do training within a place of employment might be possible. For example, Easter Seal or some other agency could possibly be contracted with to operate a specific training program.

5. Another alternative would be the placement and rotation of students through a series of training sites by the counselor. Such enterprises as the Pizza Hut, Bishop's Buffet, car dealers, laundries, etc. might be interested in participating in a training program. It would be possible to have students work, at least initially, during non-rush hour times while they learned the skills to be mastered in that training location.

The issue of training is related to program philosophy. If the program purpose is seen as providing general work habits to students rather than specific skills, it may run contrary to philosophy to have available to students many job sites for training purposes. Conversely, if it is felt that experience and training in different vocational settings prior to vocational placement provides greater skill along with general vocational adjustment, the recommendations regarding vocational placement will be viewed more positively. It must be recognized that training experiences and especially community-based training experiences, require a considerable investment of staff time to develop and maintain.

Vocational placement is the highest step in the preparation ladder, but not necessarily the last step. It is conceivable that in many cases it will be necessary to retrain the student or to provide another placement because of employer or student dissatisfaction. Also, it should be noted that additional training or another placement may be needed because it is recognized that the student is capable of a higher level of employment, not just because of student inadequacy.

Currently, program resources are used as much as possible to facilitate the pupil in securing his own position in competitive employment. The pupil is encouraged to use the newspaper, friends, parents, etc. in identifying a job vacancy and to apply for that position independently. Allowing pupils to be independent and to pursue the positions in which they are interested as well as to learn how to use human resources has some obvious benefits. As the population composition becomes more vocationally handicapped, such an approach may not be satisfactory. More time will need to be given to job development and placement with the role specification for those responsibilities being more precise than is now the situation. Presently role responsibility for job development and placement is varied and tends to be unique to each attendance center.

The same situation exists in the area of supervision of vocational placements and coordination of the vocational experience with the in-school experience. As can be gathered, there is great variation in this area also. In many cases, employer contact seems to be employer initiated or through written reports or telephone calls. As low functioning pupils are placed in the community, it can be anticipated that more direct contact with employers will be necessary.

The length of time that a student stays on a job may warrant review. At this time it seems that a student could enter the work-study program with a part-time job and by keeping that job through the senior year meet the vocational requirements of the program. While it is not suggested that this happens, it may be that the learning that can accrue from a single job site reaches a point of diminishing returns. An inflexible policy regarding the number of jobs that a student must hold would be as wrong as the current policy regarding all junior and senior students working. The major emphasis here is that permanency of placement is an important program issue and should be reviewed.

Recommendation

The role of rehabilitation counselors in job development, placement and supervision needs to be defined. Likewise, definition of the duties of the teachers needs to be done.

Action Needed

A meeting to clarify responsibility of BRES counselors needs to be held with the appropriate BRES supervisor or director. It is of concern that due to a misunderstanding of roles or lack of role specificity for the teachers or counselors that a major void in the vocational process may have resulted. If this void exists, it must be filled if individuals who are lower functioning are to be helped to achieve vocational competency.

Recommendation

Program policies regarding the length of time that a student stays on a job should be reviewed. It would seem that the criteria for not moving a student to another job would be (1) he has not mastered the current skills required, (2) no other position can be found that would develop new skills or (3) the position has possibilities for long-term placement based on the interests, abilities and satisfaction of the student.

Action Needed

Staff agreement on this issue is important. Once a philosophical position is established it would seem that periodic review of student progress would cause appropriate action to be taken as needed.

Recommendation for an Expanded Program Model

The previous discussion and recommendations dealt with the existing vocational preparation program only. Emphasis was placed on increasing the flexibility of that program and devoting more attention to exploratory and training functions. It was assumed that program resources where necessary would be used to include the high functioning trainable population from the Van Meter program.

A more comprehensive program will be necessary than currently exists if it is to serve low functioning pupils. Suggestions for such a program will now be presented. It contains the same program functions (exploration, training, and placement) as discussed previously, but differs in that significant additions to the existing program are suggested. This separation of recommendations is being done to permit identification of changes that may be accomplished more immediately from those that would be more difficult to achieve and long-range in nature.

Work-Study Laboratory

The concept of a work-study laboratory is essential to the discussion because of the many purposes that it serves. A work-study laboratory can be defined as a site located away from regular attendance centers where students come for the purpose of exploratory and training activities. The exploratory and training activities that occur in that program component are not to be viewed as replacements to those that occur in the classroom or community. Rather, because of having a site away from school, a more realistic appraisal and preparation of the student may occur.

Even though a work-study laboratory would have as its primary mission the vocational preparation of students, it would also serve the purposes of general social and academic training. Interaction between the two dimensions can be seen in Figure 2.

Experiences possible within such a setting are almost endless in number. The use of a work-study laboratory by the Cedar Rapids School District serves as a good model. However, they have yet to incorporate students in the program who are not educable mentally retarded. Two obvious vocational areas that could be

incorporated are custodial and food services. These would be necessary just to maintain operation of the facility and could easily be arranged for exploration and training.

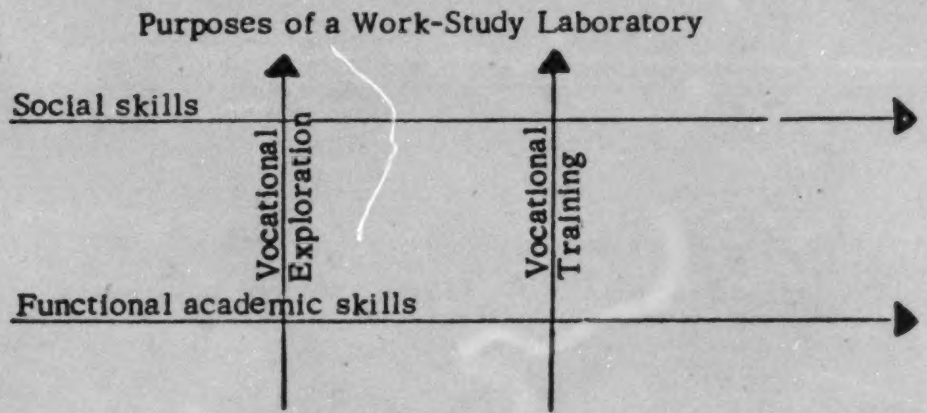


Figure 2.

Two examples of vocational activities used in the Cedar Rapids program will provide an understanding of the multiple purposes of such a facility. Cardboard carpentry and the many purposes that objects constructed from cardboard can serve in the school provide for good product demand. Examples of objects that can be created from cardboard are tables, bookshelves, puppets, student mail-boxes, magazine holders, puppet theaters, etc. Production of such items permits a work environment to be created and often assembly-line production. A few of the tasks that would exist in a cardboard carpentry operation are:

1. receiving orders
2. telephoning to verify orders; reporting completion of orders
3. accounting (material used, time expended)
4. sawing/cutting according to patterns
5. assembly of pieces
6. painting of cardboard
7. delivery of completed products

The same type of tasks would exist in other operations. Some alternatives would be cutting of oak tag for flash and phrase cards, printing of flash and phrase cards, replacement of pieces missing from wooden puzzles, and construction of carrels or room dividers. The service that the laboratory could provide to the teacher and the school district has been documented in the Cedar Rapids experience. Student motivation is high, although, there is no reimbursement given to the students. Of major importance is the exploration and training opportunities that can be provided in a planned manner and the evaluative information that can be obtained.

Because of the social and academic experiences that can be provided in such a program, it may seem that this program is not unlike other suggestions previously made by the Des Moines staff. While there is much similarity, the important difference is the vocational orientation of this program. It would be possible to emphasize specific vocational skills more easily in this program than in previous Des Moines proposals.

Expense of such a program would seem to be minimal. The major expenditure would be for the facility and maintenance of it. Teachers already working in special education programs could be assigned to the laboratory, thus there should be no new personnel cost unless the decentralized nature of the current programs makes reassignment unrealistic. Major program cost would be for materials, but they should be able to be borne by the attendance centers requesting the product from the program. Optimism regarding minimal start-up expense is due to the Cedar Rapids experience. They were able to find that the business community willingly provided a great many things for the program.

The advantage of a work-study laboratory would be that it permits a larger number of students to be served in one setting, thus being more efficient than an individual exploratory or training experience provided for each student. Again, this is <u>not</u> to indicate that such individual experiences would not be provided, but that a system would exist for preparing students who were less ready for the community. Also, by looking to meet real needs of the school system, the program would not be faced with the production demands of private industry or the problem of securing work.

The reader needs to attend to the concept of the laboratory, not the description of activities given. Any such program in the Des Moines school system would be molded by the facility, the type of production demand that exists, and the specific objectives that the program would be designed to accomplish.

Incorporation of a Work-Study Laboratory Within an Expanded Program Model

Earlier, in Figure 1, the preparatory hierarchy of exploration, training and placement was presented. As mentioned above, the laboratory could contribute to the first two functions. This is shown in Figure 3. Also added to Figure 3 are the other resources that could be used for the vocational preparation functions.

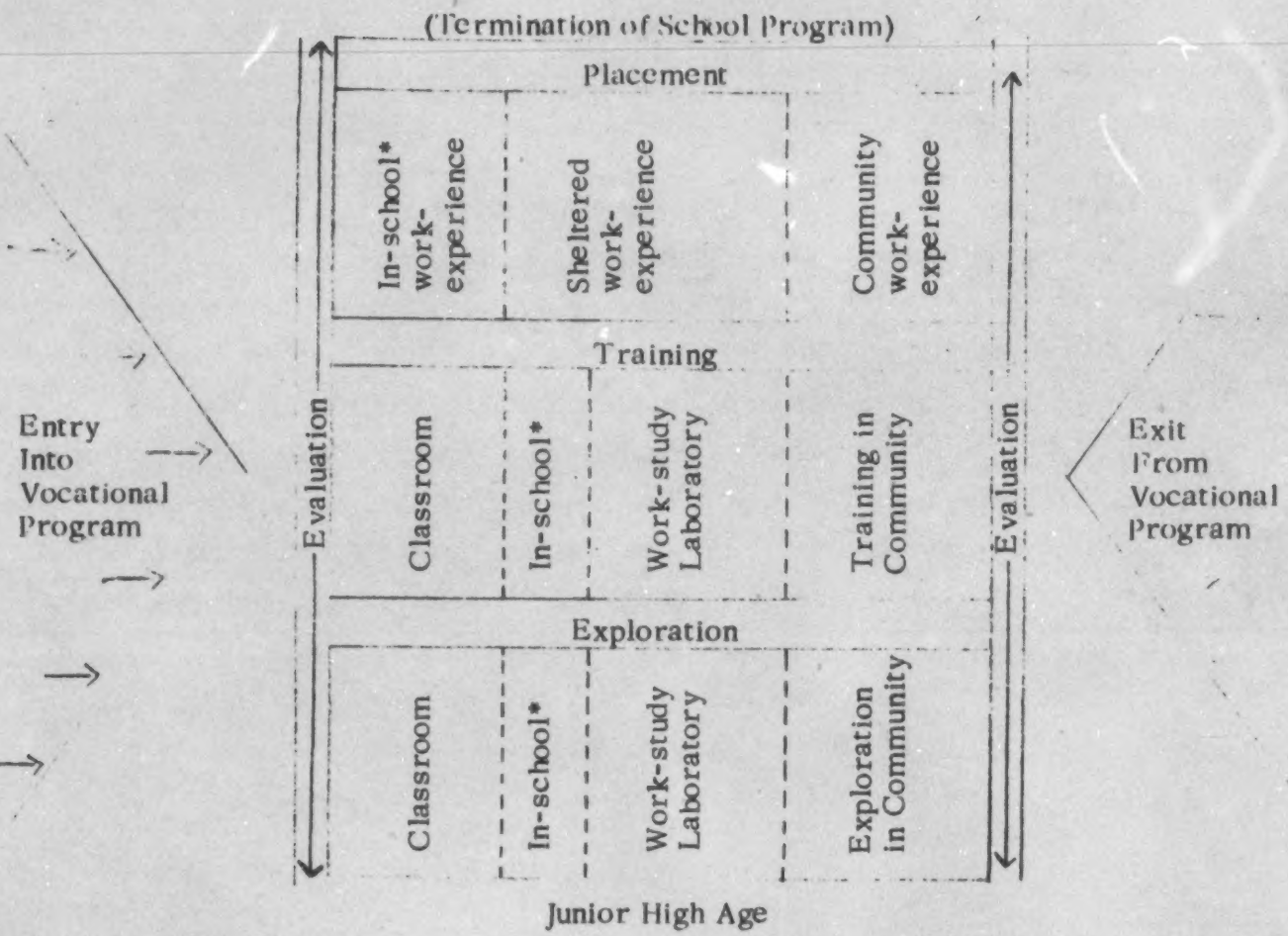
It is difficult to represent the flexibility that is intended to be present in Figure 3. For example, it would not be necessary for a student to progress through each phase of the exploration level, i.e., classroom through community, before progression of training occurred. However, flexibility so that lock-step progression is not necessary is essential if individual needs are to be met.

Let us assume that exploration can be viewed as taking place at the four different locations (classroom, school, laboratory and community). By doing this, it would seem that a variety of activities that complement, rather than duplicate, one another could be created. An example is presented below.

EXAMPLE OF LOCATION AND TYPES OF EXPLORATORY ACTIVITIES

Classroom	School	Laboratory	Community
reproduction of a design (mechanical)	clerical	food service	nursing home
cataloging, sorting	custodial	custodial	hospital attendant
collating	food service	clerical	laundry
disassemble/assemble simple equipment and machines	furniture refinishing	production	mechanic helper
			worker in sheltered environment

EXPANDED SEQUENCE OF VOCATIONAL PREPARATION



*In-School is not limited to the pupil's attendance center

**Pupil movement is vertical and includes only the experiences at each level necessary for vertical movement or accomplishment of vocational objectives.

FIGURE 3

It should be noted that even though similarity exists between some of the rubrics, as one moves from the classroom to the community, the exploration becomes more realistic.

Also, it would seem that community exploratory experiences should be limited to vocational areas that cannot realistically be provided in other environments, vocational areas that are appropriate for the more capable, or vocational areas that would be in high demand so that time expended in developing the community exploration experiences would have a sufficient return for the investment. Perhaps in an attempt to not limit students vocationally, we make the mistake of not expending the energy necessary to develop exploratory and training activities in the community that could be re-used.

At the training level a sequence similar to that at the exploration level would exist. The major difference would be that due to the student's interest, current skills and skills that he needs to develop, he is given a specific experience or a series of training experiences. It would seem that within the school system that quality training experiences could be created. While the concern exists that there is not great acceptance for such thinking (and the reality of that situation is not disputed), it would seem that one training experience could be created in an area, e.g. clerical services, food services, maintenance, etc. Being able to point to one such training program might open the door to others. The same is true of community training.

The issue of Wage and Hour Regulations is a real one. However, legitimate training can be provided for under existing wage and hour regulations. It is necessary to involve a representative from the Department of Labor to provide for the exemptions where they are necessary. Also, as indicated before, it would seem that there are some funds that could be used for the purposes of training.

Placement could be classified into the categories shown on Figure 3: in-school, sheltered employment and competitive. While in-school work-experience is an important option, because of the difficulties involved in obtaining payment for student services, it may not be a viable option. Placement in sheltered and

competitive situations are currently being used. While the school may not be able to or willing to employ students, there may be an option. As suggested by John Barrett, a sheltered workshop or activity center could "employ" students in a school on a piecework basis. Such vocational activity could be used at all three levels. There would also be the option of the school district contracting with a rehabilitation agency to perform a given service; e.g., custodial service for a building. The agency could, in return, provide exploratory training and short-term placement opportunties to students in that setting. This seems like a most logical step and one that might be agreeable to all parties. It would reduce the paperwork for the district and at the same time involve someone who is experienced in employing the handicapped.

Summary of Recommendations for an Expanded Program Model

To expand the existing program model requires the creation of program alternatives at the exploratory, training and placement levels. A program like the Work-Study Laboratory used in Cedar Rapids could serve a purpose at both the exploratory and training level. It is important that the laboratory concept not be viewed as an end in itself. Instead, the total vocational program must be viewed as a series of experiences that provide the opportunity for students to enter at their skill level and to progress as rapidly or as slowly as is appropriate.

Within that context, the laboratory needs to be viewed as providing experiences that lead to accomplishing specified objectives in the area of exploration and training. Likewise, the classroom, school and community must also be viewed as vehicles to accomplish predetermined program goals. Only by looking at (1) what needs to be accomplished and (2) the alternatives for accomplishing the goal will it be possible to sequence experiences and not to place demands that are too great on any one aspect of the total program; i.e., classroom, school, laboratory, or community. It is the creation of a vocational program that is sufficiently broad and well sequenced in respect to the vocational performance levels of the students that is crucial, but it is a most difficult goal to accomplish. Such an activity will require an agreed upon blue-print for program design and development.

Program Philosophy

Educational philosophy plays an important role in operating a program or planning a new one. Too often, because of the many demands on our time, program philosophy is neglected. At one time I questioned expenditure of time for such purposes, but now I question if a program can function unless an operational philosophy is established that directs decisions. For example, a philosophy regarding the nature of the learner and his needs, if he is going to function as independently as possible, helps to discriminate between content and experiences that are appropriate and those that are unnecessary. In a vocational program, it is important that there be agreement on the types of skills that are high priority, the reason for work-experience, the role of the home, etc. It is not uncommon for long established programs to continue as originally implemented with personnel no longer having a rationale for the way the program is operated. To insure that programs do not perpetuate themselves because "that's the way we have always done it", a periodic re-examination of program philosophy and the degree to which the program is consistent with the philosophy is necessary.

Recommendation

Evaluate the degree to which compatibility exists between the existing philosophy and what is concurrently being done or would like to be done by the staff.

Action Needed

Attention can be given to this recommendation at an in-service meeting. Personnel can be asked to come with their assumption regarding the nature of the learner and needs of the learner and the type of program necessary to meet those needs. It would be desirable to secure someone who is skilled in working with groups to facilitate the process.

Program Handbook

There is a dearth of information available on the secondary program. The purpose of the program, requirements for admission, program sequence, personnel roles and responsibilities are to be found by reviewing material that may be outdated and by interviewing individuals. The lack of some central source to refer to regarding the structure and nature of each secondary program makes it

difficult to grasp the exact nature of the program. If coordination between programs is desired, it is important that some reference be available to facilitate communication. A statement regarding responsibility of personnel for record-keeping, student evaluation, supervision of students, reporting of information, communication with parents, etc. would be helpful for new personnel and for existing personnel to evaluate their own performance against.

Such a handbook may not have been necessary when only one attendance center existed. However, now when at least five attendance centers are involved, it is imperative. It is expected that there should be variation between attendance centers because of their individual characteristics and a description of that variation in program or role would be beneficial.

There is minimal information available regarding the growth of the program, the number of pupils being served at different age levels, and the functional level of the pupils. Recording such data and having it available to program personnel would assist them in seeing the larger program and perhaps in generating new approaches to resolve existing problems.

Recommendation

A program handbook should be developed.

Action Needed

One individual should be given responsibility to prepare the working copy of the handbook that will be reviewed by program and administrative personnel. An individual within each attendance center should be given responsibility for describing variations that exist in that program. Someone should be given the responsibility for preparing and distributing yearly reports to be included in each handbook. Such a handbook needs to be updated so that it does reflect the operation of the program.

Program Curriculum

Information regarding program curriculum seems to be lacking. The problem that this presents is that it is not known whether or not certain content or experiences are provided that may be important for vocational preparation. The programs are highly individualized, but without some curricular framework, it is impossible for

program personnel to know if they are teaching within a sequence or to communicate to others what they have done and will be doing in the near future. Such terms as "individualizing" or "teaching social competencies" are too broad to permit good communication.

Recommendation

A formal curriculum should be developed or adopted by the secondary program.

Action Needed

Curriculum objectives need to be established at the junior and senior high school levels. Input from agency personnel should be obtained to insure that students will receive experiences necessary for entering their programs. Established curriculum guides; e.g., the Clarke County (Las Vegas, Nevada) or Cincinnati Curriculum Guide, would be helpful references or perhaps even be acceptable for adoption. Provision for adopting the BSCS, Me and My Environment and Yeshiva Social Learning Curriculum (the latter is not yet available) might be considered. Implementation of instructional programs developed for the handicapped would offer scope and sequence to the total program.

Data Collection

Data collection seems to be at a minimal level with little, if anything, being collected that would be helpful for program decision-making. It should be pointed out that this is true for most programs in education. In many cases the information is already being collected but is not being assembled. The capability is there to gather information and process it.

Recommendation

A vocational preparation data collection system needs to be designed and implemented.

Action Needed

Identification of data needs should be done. Consideration should be given to classifying skills that would be included in the curriculum; (e.g., can use the bus independently; can use the bus, but cannot transfer; can tell time to the half hour, etc.) and that have vocational significance. Also, compiling information on the type of jobs that students hold and employers ratings should be considered. Such information would allow identification of major strengths and weaknesses of the population and would help to determine program priorities.

Following identification of data needs, contact should be made with the data processing unit serving the Des Moines school system. Their assistance would be necessary in establishing input and coding procedures necessary for the collection and processing of data. Most instructional or program information that would be processed is tabular in nature and would not involve any significant cost.

Having a data base is important for decision-making. Without an on-going system, time is never available to gather the information and subjective decisions are made. This availability of data is increasingly important if federal funds are desired.

Use of Consultants

Establishing a comprehensive vocational program will be a difficult task and will require expertise that we lack as teachers and counselors. It would seem that there is a wealth of expertise that exists and that could be tapped. An important area of expertise exists in the vocational staff at Des Moines Technical High School. Determining job flow, job skills, space utilization, accounting procedures and so forth in a laboratory could best be done with the assistance of such experts. The professionals in the area of vocational evaluation might be helpful in determining and designing exploratory activities that could be used in the classroom. Also, graduate students in Drake University's programs in business administration or psychology might have a great deal to contribute. Most of this expertise, because of interest in the program or interest in obtaining professional experience, might be available without cost.

Recommendation

There are many different ways that consultants could be used. Only one will be recommended here. That is, an inquiry should be made to see if graduate students in the Department of Psychology, Drake University, would be interested in assisting in setting up the vocational training program at Van Meter School. It would seem that they would have the interest and the expertise to assist in the creation of a token economy system and a vocationally oriented environment.

Action Needed

Contact should be made with Dr. Scott Wood or Dr. Maggie Lloyd at Drake University.

Appendix D

Career Information Center Student Survey Form

GUIDANCE AND CAREER INFORMATION CENTER

QUESTIONNAIRE - STUDENTS

School _____ Grade _____ Date _____

Directions

Please complete the following questions as they relate to your experiences in the multi-media Career Information Center. Please complete only the questions that pertain to your use of the Career Information Center or school staff during this past school year.

1. How many times did you use the Career Information Center during the school year?

   _____ 1-5 times _____ 5-10 times _____ more than 10 times

2. Check the type of areas in the center that you used (A, B, C, D) and complete the matching areas in this questionnaire.

   A. _____ CAREER INFORMATION AND CAREER EXPLORATION (career filmstrips, cassette tapes, magazines, books, etc.)
   B. _____ CAREER TESTING (interest, aptitude, attitude tests)
   C. _____ CAREER PLANNING (Has your use of the Career Information Center led to your discussion of career goals with other people?)
   D. _____ CAREER PLACEMENT (Using school placement services)

Directions

For each of the areas checked above, please answer the questions that relate to that area.

A. CAREER INFORMATION

1. Did these materials assist you in making career decisions?

   _____ Yes _____ No

2. Which of the following materials was most beneficial? Please check.

   _____ a. filmstrips
   _____ b. cassette tapes
   _____ c. magazines
   _____ d. books
   _____ e. other (please identify) _____

3. After using materials in the Career Information Center, did you discover other career opportunities you were not aware of previously?

_____ Yes _____ No

4. After using the materials in the Career Information Center, did you continue your investigation of career opportunities?

_____ Yes _____ No

B. CAREER TESTING

1. Did these tests assist you in making career decisions?

_____ Yes _____ No

2. Which of the following tests were most beneficial? Please check.

_____ a. aptitude tests
_____ b. interest tests
_____ c. attitude tests
_____ d. other (please identify) _____
_____

C. CAREER PLANNING

1. After visiting the Career Information Center, did you discuss the information with: (Please check more than one response if needed)

_____ the counselor
_____ teachers
_____ your parents
_____ students
_____ other

D. CAREER PLACEMENT

1. Do you know that your school has a Youth Employment Counselor?

_____ Yes _____ No

2. What types of services did you use? Please check.

_____ a. Rent-a-Kid Services (lawn mowing, snow shoveling, etc.)
_____ b. Part-time (short interval)
_____ c. Summer job
_____ d. Part-time (all year)
_____ e. Full time

3. Could the placement services be improved in your school?

_____ Yes ____ No

4. If your answer to question #3 was Yes, please list your suggestions for improvement.

Appendix E

Career Information Center Teacher Survey Form

GUIDANCE AND CAREER INFORMATION CENTER

QUESTIONNAIRE - TEACHERS

Date_____ Subject Area_____

1. Are you aware of the multi-media career information center in your school?

_____ Yes _____ No

2. Please check the goal area in which you recommended material for the Career Information Center.

_____ CAREER INFORMATION AND EXPLORATION (career filmstrips, cassette tapes, magazines, books, etc.)

_____ CAREER TESTING (interest, aptitude, attitude tests)

_____ CAREER PLANNING (discussion of career goals with other people)

_____ CAREER PLACEMENT (using school placement services)

_____ CAREER MOTIVATION (promotes student interest in career exploration)

3. Are the materials you recommended for the Career Information Center now in the Center? Please check.

Yes		Don't Know
_____	Career Information	_____
_____	Career Testing	_____
_____	Career Planning	_____
_____	Career Placement	_____
_____	Career Motivation	_____

4. Did you make student assignments to the Career Information Center?

_____ Yes _____ No

a. Were assignments on individual basis?

_____ Yes _____ No

b. Were assignments to total class?

_____ Yes _____ No

5. If so, were the assignments in conjunction with one or more of your lesson plans?

_____ Yes _____ No

6. In what areas have you assigned materials for students to utilize? Please check.

_____ Career Information

_____ Career Testing

_____ Career Planning

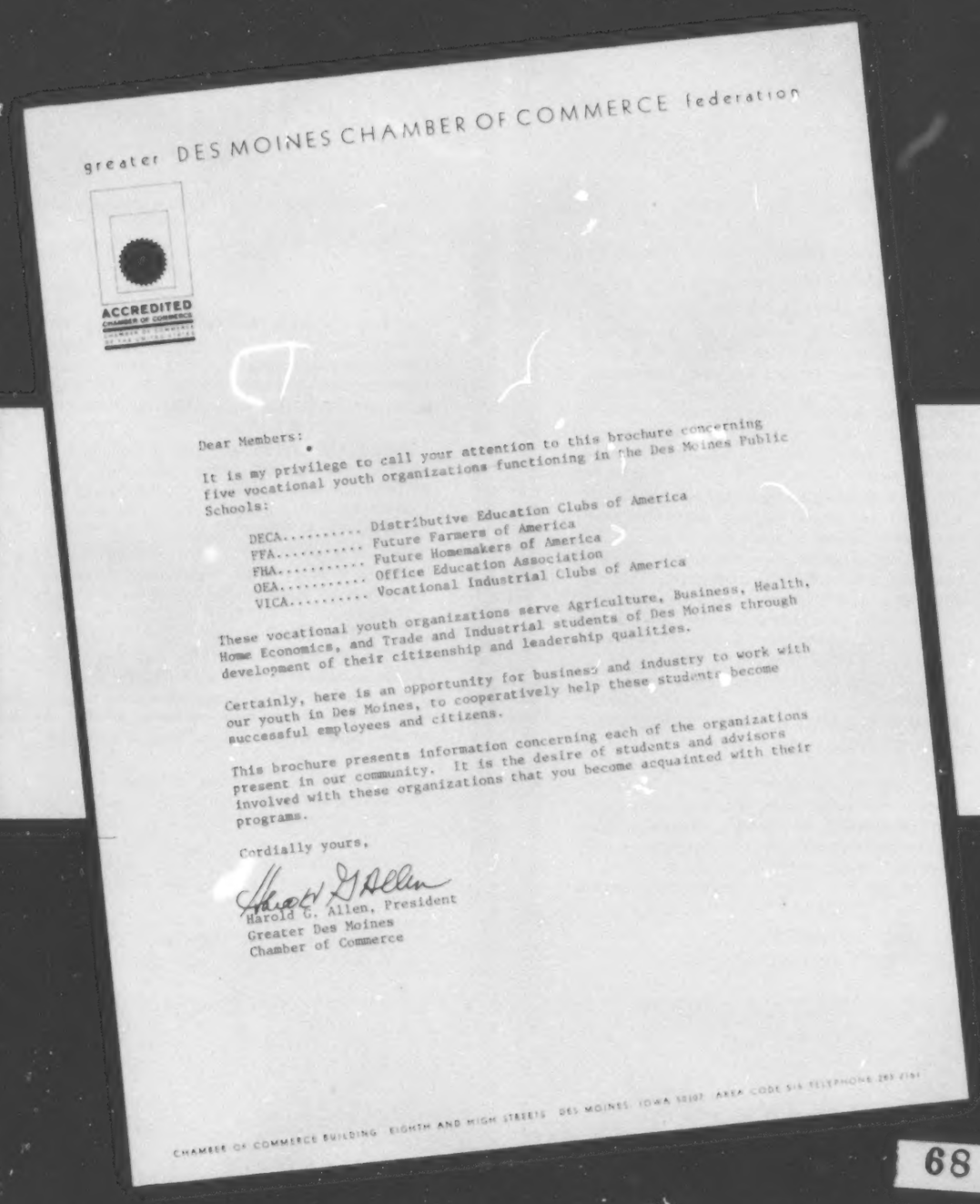
_____ Career Placement

_____ Career Motivation

Appendix F

Vocational Youth Organization Brochure

Vocational Youth Organizations



greater DES MOINES CHAMBER OF COMMERCE federation

ACCREDITED
CHAMBER OF COMMERCE

Dear Members:

It is my privilege to call your attention to this brochure concerning five vocational youth organizations functioning in the Des Moines Public Schools:

DECA..... Distributive Education Clubs of America
FFA..... Future Farmers of America
FHA..... Future Homemakers of America
OEA..... Office Education Association
VICA..... Vocational Industrial Clubs of America

These vocational youth organizations serve Agriculture, Business, Health, Home Economics, and Trade and Industrial students of Des Moines through development of their citizenship and leadership qualities.

Certainly, here is an opportunity for business and industry to work with our youth in Des Moines, to cooperatively help these students become successful employees and citizens.

This brochure presents information concerning each of the organizations present in our community. It is the desire of students and advisors involved with these organizations that you become acquainted with their programs.

Cordially yours,

Harold G. Allen, President
Greater Des Moines
Chamber of Commerce

CHAMBER OF COMMERCE BUILDING · EIGHTH AND HIGH STREETS · DES MOINES, IOWA 50307 · AREA CODE 515 TELEPHONE 283-7581

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

The Distributive Education Clubs of America - otherwise known as DECA - is an organization whose program of leadership, personal development and career encouragement is designed specifically for students enrolled in Distributive Education.

Distributive Education is a program of instruction which teaches marketing, merchandising and management and DECA is an integral part of this program. DECA was begun in 1946 and is now operating in 50 states plus the District of Columbia and Puerto Rico.

Its goals are, in part, to develop a respect for education in marketing and distribution which will contribute to vocational competence, and to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system.

DECA is composed of five Divisions: High School, Junior, Collegiate, Alumni and Professional and its membership numbers over 80,000 in approximately 4,800 Chapters. Its purposes are (1) to develop a respect for education which will contribute to occupational competence, and (2) to promote understanding and appreciation for the responsibilities of citizenship in our free, competitive enterprise system. A National DECA Career Development Conference is held each year serving all DECA Divisions and individual and Chapter recognition is given for outstanding achievement in many competency areas.

FUTURE FARMERS OF AMERICA

Future Farmers of America (FFA) is the national organization of high school students preparing for challenging careers on the farm, in agribusiness that support modern farmers as well as forestry, horticulture, food processing and natural resources occupations.

Chapters of the FFA are established in public schools offering instruction in vocational agriculture under provisions of the National Vocational Education Acts. FFA activities are specifically designed to be part of the instructional program.

The primary purposes of the FFA are to develop agriculture leadership, co-operation and citizenship. Through participation in FFA activities, young men and women, ages 14-21, interested in all aspects of agricultural industry learn how to speak in public, conduct and take part in meetings, handle financial matters, solve their own problems and assume civic responsibility.

FFA was organized nationally in 1928. In 1950 Congress granted the FFA a Federal Charter. Today, there are over 8,000 chapters in 49 states, Puerto Rico and the Virgin Islands. Active membership is more than 462,000.

FUTURE HOMEMAKERS OF AMERICA

Future Homemakers of America is the national organization for students in home economics and home economics related occupation courses in the secondary school. An incorporated, nonprofit vocational education youth organization, its goals are to help youth assume their roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation and community involvement.

The organization embraces two types of chapters: FHA chapters for students in homemaking, consumer and family life education, and HERO chapters for students in home economics related occupation courses. Established in 1945 as an integral part of the home economics education curriculum, it provides opportunities for developing individual and group initiative in planning and carrying out activities related to the multiple roles of homemaker and wage-earner.

Future Homemakers of America has a national membership of half-a-million girls and boys in 12,000 chapters located in all fifty states, the District of Columbia, Puerto Rico, the Virgin Islands and American Schools overseas. Twelve national officers elected annually by the voting delegates at the National Meeting and three HERO Representatives make up the National Executive Council.

OFFICE EDUCATION ASSOCIATION

The Office Education Association is a voluntary association of state youth groups, supporting office occupations education.

It is part of the Education program, designed to develop leadership abilities in the American Business System, and competency in office occupations, within the supporting office occupations education.

The OEA is divided into two distinct groups—the high school group and the post-secondary group. Any existing or emerging youth group which demonstrates how it will meet state vocational educational requirements may participate in the OEA Federation of "Umbrella." Present membership exceeds 50,000.

How does the OEA benefit the student, the school, and the community? Membership in the OEA gives the student an opportunity to participate in state Officers' Leadership conferences, as well as the annual national OEA Leadership Conference.

The objectives of OEA are: to develop student leadership; to improve poise, sociability, attitude, and tact; to develop vocational competence in office occupations; to promote better understanding at local, state, and national levels; to promote student ambition for useful purposes; to learn to plan effectively; to develop enthusiasm for learning; to develop confidence and have a spirit of competition, and to understand and promote business; to organize and carry out worthy civic activities.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

The Vocational Industrial Clubs of America (VICA) is the national student organization serving trade, industrial, technical and health occupations education students with leadership, citizenship and character development programs and activities. Members in high school trade preparatory and industrial cooperative programs have their own division and activities within VICA. Post-secondary students form another division. Each operates on the local, state and national levels. Students form clubs in their own schools; activities are co-curricular.

VICA emphasizes respect for the dignity of work, high standards in trade ethics, workmanship, scholarship and safety. Another goal is the development of patriotism through the practice of democracy in the club.

Competitive activities in trade skills as well as areas such as public speaking and parliamentary procedure are important aspects of the VICA program. Members can also participate in an individual achievement program to receive recognition for both skill and personal accomplishment. State leadership conferences are held yearly; delegates are chosen to attend the National Leadership Conference.

VICA was organized in 1965 as a non-profit educational association. There are 48 member associations including Puerto Rico, Guam and the Virgin Islands. Membership is 189,000. VICA was established through the efforts of the National Association of State Supervisors of Trade and Industrial Education. The American Vocational Association, U.S. Office of Education, AFL-CIO and Chamber of Commerce of the United States sponsored its founding.

LOCATION OF YOUTH ORGANIZATIONS

The following secondary schools have or are planning to organize youth organizations.

HIGH SCHOOLS

EAST
815 East Thirteenth St.
Phone: 265-0335

NORTH
501 Holcomb Ave.
Phone: 288-9771

HOOVER
4800 Aurora Ave.
Phone: 276-8581

ROOSEVELT
4419 Center St.
Phone: 277-6381

LINCOLN
2600 S.W. Ninth St.
Phone: 288-0255

DES MOINES TECH
1800 Grand
Phone: 284-7846

JUNIOR HIGH SCHOOLS

BRODY
Phone 244-7129

IRVING
Phone: 243-8637

CALLANAN
Phone: 255-3147

KURTZ
Phone: 285-4121

FRANKLIN
Phone: 255-3101

McCOMBS
Phone: 287-2565

GOODRELL
Phone: 265-6051

MEREDITH
Phone: 276-4967

HARDING
Phone: 244-9189

MERRILL
Phone: 274-3441

HIATT
Phone: 266-3129

WEEKS
Phone: 288-6755

HOYT
Phone: 265-7395

WILSON
Phone: 266-5135

DECA, FFA, FHA, OEA, VICA . . .

The five vocational youth organizations identified above are individual student organizations representing Vocational Education.

These organizations involve hundreds of Des Moines' young people of secondary school age in positive action programs. The program activities are designed to carry through in-depth projects based on the students concerns and interests.

These youth organizations are a part of the existing vocational curriculum within the Des Moines Public School system and offer practical opportunities for young people to participate in, and prepare for a role in our economic system. Much of their success depends on the degree of support they receive from their affiliation with their national, state, and local organizations and from local business and industry.

WOULD YOU LIKE TO HIRE A DES MOINES YOUTH WITH VOCATIONAL SKILLS PLUS THE LEADERSHIP ABILITY DEVELOPED FROM PARTICIPATING IN VOCATIONAL YOUTH ORGANIZATIONS??

IF SO . . . CALL

Career Placement Center
Des Moines Public Schools
1800 Grand
Des Moines, Iowa 50307
Phone 284-7755

FOR MORE INFORMATION CONTACT
DES MOINES PUBLIC SCHOOLS
1800 GRAND, DES MOINES, IOWA 50307
PHONE: 284-7911

DES MOINES PUBLIC SCHOOLS

Finding pathways through . . .

GREATER DES MOINES CHAMBER OF COMMERCE FEDERATION

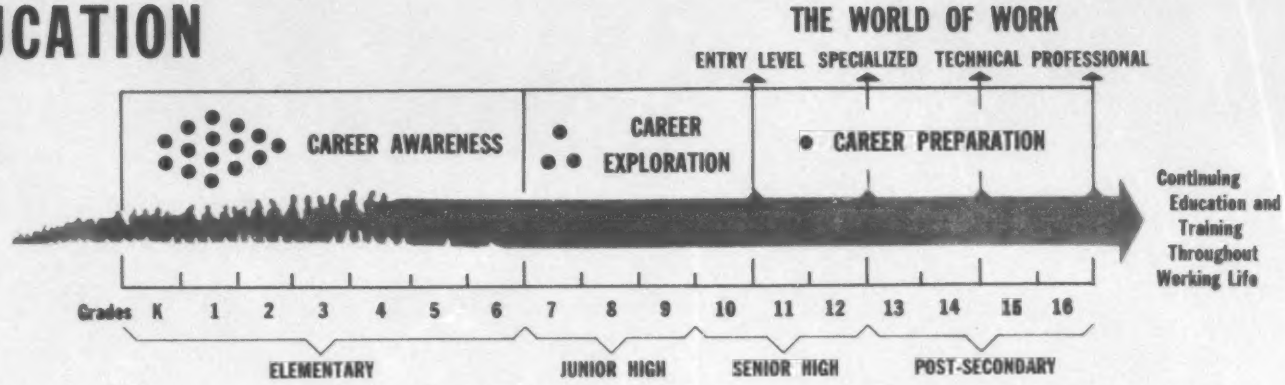
Appendix G

Career Education Brochure

CAREER EDUCATION

IN THE

DES MOINES SCHOOLS


THE WORLD OF WORK
ENTRY LEVEL SPECIALIZED TECHNICAL PROFESSIONAL
CAREER AWARENESS
CAREER EXPLORATION
CAREER PREPARATION
Continuing Education and Training Throughout Working Life
Grades K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
ELEMENTARY
JUNIOR HIGH
SENIOR HIGH
POST-SECONDARY

ELEMENTARY

Career Education at the elementary level, integrated into the total curriculum, provides students with an opportunity to develop an awareness of careers, develop self-concepts, and discover their roles in society.

Self-concept understanding is an important part of Career Education.

Field trips combined with in-school activities are utilized to develop career awareness.

Mock elections are one of the activities used to help students understand our political structure and their individual role in society.

JUNIOR HIGH

Exploration into different career fields plus actual work experience provides students the opportunity to discover careers consistent with their interests and abilities. Career counseling plays a vital role in Career Education at the junior high level.

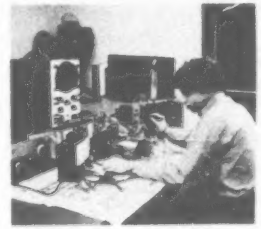
Through in-school activities students have the opportunity to explore a variety of careers.

Actual work experience give students the chance to continue to explore a variety of careers.

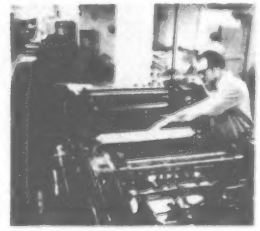
Career counseling helps students plan their goals and careers.

SENIOR HIGH

Career Education encourages students to continue exploring careers consistent with their interests and abilities. In-school and cooperative (on-the job) programs provide secondary students with job skills upon graduation. Career placement services assists students in securing employment in their career fields.



In-depth exploration with advanced equipment assists students in determining a career.

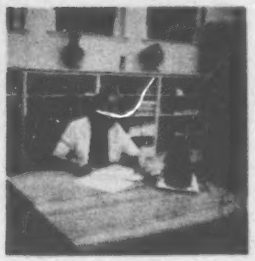


Vocational and technical in-school and cooperative programs teach students job skills.

Career Placement counseling assists students in securing employment.

COMMUNITY & ADULT EDUCATION

Community and Adult Education offers a wide range of programs designed to meet the educational and recreational needs of the community.



Adult Basic Education provides individuals an opportunity to strengthen their high school educational skills.

High school equivalence programs allows both young and old to complete their high school education.

Vocational training programs helps employees advance up the career ladder or acquire new skills.

Recreational programs provide adults an opportunity to make better use of their leisure time.

COOPERATING AGENCIES

CITY OF DES MOINES

COMMUNITY DEVELOPMENT AGENCY

COMMUNITY IMPROVEMENT INC.

DES MOINES PUBLIC SCHOOLS

GOVERNORS YOUTH OPPORTUNITY PROGRAM

GREATER DES MOINES CHAMBER OF COMMERCE

GREATER DES MOINES BUSINESS AND INDUSTRIES

IOWA STATE EMPLOYMENT SERVICE

NATIONAL ALLIANCE OF BUSINESSMEN

NEIGHBORHOOD YOUTH CORPS

POLK COUNTY AGENCIES

STATE DEPARTMENT OF PUBLIC INSTRUCTION

SCHOOL BOARD

Dr. John E. McCaw, President

Dr. George G. Caudill
Mr. Nolden Gentry
Mrs. Kate Goldman
Dr. Ora E. Niffenegger
Mr. Merle F. Schlampp
Mrs. Jack Spevak

Superintendent of Schools
Dr. Dwight M. Davis

FOR MORE INFORMATION:

contact

DR. DWIGHT M. DAVIS
Superintendent of Schools
1800 Grand Avenue
Des Moines, Iowa 50307
Telephone: 284-7911

CAREER EDUCATION

A Concept For ALL Youth

NEED

A primary function of education is to equip youth with sufficient skills and understanding to enable them to enjoy a productive and satisfying life. There is evidence that schools across the country have not adequately prepared youth to enter the world of work, understand oneself, or make rational decisions about a career. Far too many schools stress a college preparatory curriculum. This causes many youngsters to drop out of school which results in unprepared youth entering the world of work, unemployment and job dissatisfaction later in life. A system that does not prepare everyone equally for the career of one's choice is not meeting the needs of the individual or community.

SOLUTION

Local educational agencies interested in improving their education programs are finding that Career Education more realistically meets the needs of youth. The career concept emphasizes activities which develop self-understanding, awareness and exploration of careers and specific skills for employment. Dr. Sidney Marland, the United States Assistant Secretary for Education, states "Career Education is a curriculum designed to give every youngster a genuine choice, as well as the intellectual and occupation skills necessary to back it up."
CAREER EDUCATION IS FOR EVERYONE . . . .